NOT TO BE TAKEN
FROM THE LIBRARY

AM 1929 .tul
T. M. Tully

Boston University
College of Liberal Arts
Library

THE GIFT OF the Author

upstairs
378.744
BO
A.M.1929
tul
cl.

Ideal
Double Reversible
Manuscript Cover
PATENTED NOV. 15, 1898
Manufactured by
Adams, Cushing & Foster

28-6½

p5993

BOSTON UNIVERSITY

GRADUATE SCHOOL

THESIS

METHODS IN THE DEVELOPMENT OF THE HABIT OF READING IN BOYS

Submitted By

Timothy Martin Tully

(A. B., Boston College, 1923)

In partial fulfillment of requirements

for the degree of Master of Arts

1929.

Ser.

BOSTON UNIVERSITY

GRADUATE SCHOOL

THESIS

METHODS IN THE DEVELOPMENT OF THE

HABIT OF READING IN BOYS

p5993

Submitted By

Timothy Martin TALLY

(A. B., Boston College, 1928)

In Partial Fulfillment of requirements

for the degree of Master of Arts

1929

Upstairs
378.744
BO
A.M.1929
tul
c.1

CHAPTER ONE

INTRODUCTION

CHAPTER TWO

NECESSITY FOR DEVELOPING A LOVE OF READING IN THE HABIT-FORMING PERIOD OF LIFE

CHAPTER THREE

DEVELOPMENT OF READING HABIT PART OF SCHOOL WORK

CHAPTER FOUR

READING PERIODS IN SCHOOL

CHAPTER FIVE

ATMOSPHERE OF BOOKS IN THE CLASS AT ALL TIMES

CHAPTER SIX

TEACHER'S PART IN THE DEVELOPMENT OF THE READING HABIT

CHAPTER SEVEN

PUBLIC LIBRARY'S PART IN THE DEVELOPMENT OF THE READING HABIT

CHAPTER EIGHT

SUMMARY

Appendix A

Investigation of Reading Habits, March 1928

Appendix B

List of Authors and Books Used in Lowell Vocational School Reading Work.

Appendix C

Investigation of Reading Influences for a Period of Six Weeks

Appendix D

Type of Books Read in Classroom When Time is Given.

Bibliography

CHAPTER ONE

INTRODUCTION

CHAPTER TWO

NECESSITY FOR DEVELOPING A LOVE OF READING
IN THE HABIT-FORMING PERIOD OF LIFE

CHAPTER THREE

DEVELOPMENT OF READING HABIT PART OF SCHOOL WORK

CHAPTER FOUR

READING PERIODS IN SCHOOL

CHAPTER FIVE

ATMOSPHERE OF BOOKS IN THE CLASS AT ALL TIMES

CHAPTER SIX

TEACHER'S PART IN THE DEVELOPMENT OF THE READING HABIT

CHAPTER SEVEN

PUBLIC LIBRARY'S PART IN THE DEVELOPMENT OF THE READING HABIT

CHAPTER EIGHT

SUMMARY

Appendix A

Investigation of Reading Habits, March 1928

Appendix B

List of Authors and Books Used in Lowell Vocational School Reading Work.

Appendix C

Investigation of Reading Influences for a Period of Six Weeks

Appendix D

Type of Books Read in Classroom When Time is Given.

Bibliography

CHAPTER ONE

INTRODUCTION

Teaching English in a trade school requires methods that differ greatly from the methods used in regular grade or high schools. The time allotted to English in an industrial school is very small in proportion to the total time spent in all studies; the major subject in such a school is a particular trade, such as carpentry, and this subject is of prime importance, while English is considered of very little importance. In the Lowell Vocational School, where I taught English, classes in English meet every other week for a total weekly time of six hours; this time allotment includes study periods as well as recitation periods. Home-work is not assigned because the students are in school for thirty-five hours each week. I tried to teach grammar and composition as I had been taught in the grammar and high schools, but I failed to get any real results. The pupils attending a trade school often are there for the reason that they do not like school and think that trade schools give instruction only in a trade. To such a group of boys the study of English is bound to be distasteful unless the methods of imparting knowledge are changed from those in use in the regular type of school. I found this out very soon. But, the question that came up immediately was what phases of English instruction should be given and what parts omitted? I tried to interest my classes in the reading of books which gave me pleasure in my own boyhood, and I was surprised at the interest shown by the members of the different classes. This reaction on the part of the pupils started me thinking. I changed the course in English and emphasized the reading of good books and taught very little grammar or composition.

CHAPTER ONE

INTRODUCTION

Teaching English in a trade school requires methods that differ greatly from the methods used in regular grade or high schools. The time allotted to English in an industrial school is very small in proportion to the total time spent in all studies; the major subject in such a school is a particular trade, such as carpentry, and this subject is of prime importance, while English is considered of very little importance. In the Lowell Vocational School, where I taught English, classes in English meet every other week for a total weekly time of six hours; this time allotment includes study periods as well as recitation periods. Home-work is not assigned because the students are in school for thirty-five hours each week. I tried to teach grammar and composition as I had been taught in the grammar and high schools, but I failed to get any real results. The pupils attending a trade school often are there for the reason that they do not like school and think that trade schools give instruction only in a trade. To such a group of boys the study of English is bound to be distasteful unless the methods of imparting knowledge are changed from those in use in the regular type of school. I found this out very soon. But, the question that came up immediately was what phases of English instruction should be given and what parts omitted? I tried to interest my classes in the reading of books which gave me pleasure in my own boyhood, and I was surprised at the interest shown by the members of the different classes. This reaction on the part of the pupils started me thinking. I changed the course in English and emphasized the reading of good books and taught very little grammar or composition.

Many of the reasons for fostering a love for good books are expressed in the following quotations better than I can express them. In the pages that follow, when reading is mentioned, I mean reading for pleasure and not the type of reading that is done in the classroom as part of a recitation; reading for pleasure is the type that a boy does when he steals away to the attic with "Tom Sawyer" and forgets to come to dinner.

"Personally, the books by which I have profited most have been those in which profit was a by-product of the pleasure; I read them because I enjoyed them and the profit came in as part of the enjoyment." (1)

"In reaching out against the books of acknowledged merit and prestige, the authorities in technical, industrial, and vocational schools may easily go too far. The very fact that many of these pupils have lived in an environment that has kept fancy and imagination closely tethered, is in itself a reason for giving them ballads and fairy tales and poetry. We should, while giving them material that will nourish their cruder present selves, be careful not to deny them the material that will nourish their firmer potentialities. We shall especially remember the plea that patriotism and the demands for a better socialization are making constantly, and we shall in our moments of deeper teaching insight implant ideals that will in their due fruition manifest themselves in a higher sense of honor and a cleaner citizenship." (2)

"When we English teachers consider the infinitely small amount of reading our pupils can do in school hours, in contrast with the

Many of the reasons for fostering a love for good books are expressed in the following quotations better than I can express them. In the pages that follow, when reading is mentioned, I mean reading for pleasure and not the type of reading that is done in the classroom as part of a recitation; reading for pleasure is the type that a boy does when he steals away to the attic with "Tom Sawyer" and forgets to come to dinner.

"Personally, the books by which I have profited most have been those in which profit was a by-product of the pleasure; I read them because I enjoyed them and the profit came in as part of the enjoyment." (1)

"In reading out against the books of acknowledged merit and prestige, the authorities in technical, industrial, and vocational schools may easily go too far. The very fact that many of these pupils have lived in an environment that has kept fancy and imagination closely tethered, is in itself a reason for giving them ballads and fairy tales and poetry. We should, while giving them material that will nourish their grudge present selves, be careful not to deny them the material that will nourish their finer potentialities. We shall especially remember the plea that patriotism and the demands for a better socialization are making constantly, and we shall in our moments of deeper teaching insight implant ideals that will in their due fruition manifest themselves in a higher sense of honor and a cleaner citizenship." (2)

"When we English teachers consider the intensely small amount of reading our pupils can do in school hours, in contrast with the

Digitized by the Internet Archive in 2013

http://archive.org/details/methodsindevelop00tull

infinitely large amount they can do outside of school, and will do in the years that, in varying numbers, stretch far beyond their graduation days, when we realize the opportunities that we have in directing them to books that will fill their lives with a loftier ideal and open to them an ampler range of thought and emotion, we are indeed false to our high trust if we do not give earnest attention to the various possibilities for guiding them in their outside reading." (2)

"Thus we find that the Past presents an overwhelming and convincing mass of proof as to the influence of books. We find many men and women deeply moved and impelled by what they read - strong, virile literature capable of impressing the imagination. And, what is of educational importance, we note that many of these books were read, appreciated and their contents absorbed by the very young.

"With this evidence before us we should surely feel more than ever the grave responsibility of directing the children's reading, cultivating their powers of discrimination, and making them book-lovers in the finest sense of the word." (3)

"Teachers now realize that it is not what is poured into the little brains that educates, but what the little brains grasp for themselves through the exercise of their own faculties. What the teacher must do is make the conditions right for such exercise, then be willing to sit back and let the boys and girls educate themselves." (4)

(1) Theodore Roosevelt.

(2) The Teaching of English--Prof. Charles Swain Thomas.

infinitely large amount they can do outside of school, and will do in the years that, in varying numbers, stretch far beyond their graduation days, when we realize the opportunities that we have in directing them to books that will fill their lives with a loftier ideal and open to them an ampler range of thought and emotion, we are indeed false to our high trust if we do not give earnest attention to the various possibilities for guiding them in their outside reading." (3)

"Thus we find that the fact presents an overwhelming and convincing mass of proof as to the influence of books. We find many men and women deeply moved and impelled by what they read - strong, virile literature capable of impressing the imagination. And, what is of educational importance, we note that many of these books were read, appreciated and their contents absorbed by the very young.

"With this evidence before us we should surely feel more than ever the grave responsibility of directing the children's reading, cultivating their powers of discrimination, and making them book-lovers in the finest sense of the word." (3)

"Teachers now realize that it is not what is poured into the little brains that educates, but what the little brains grasp for themselves through the exercise of their own faculties. What the teacher must do is make the conditions right for such exercise, then be willing to sit back and let the boys and girls educate themselves." (4)

(1) Theodore Roosevelt.

(2) The Teaching of English--Prof. Charles Swain Thomas.

(3) The Children's Reading--F. J. Olcutt.

(4) Teaching Literature in the Grammar Grades and High School--E. Bolenius.

(3) The Children's Reading--T. J. Olcott.

(4) Teaching Literature in the Grammar Grades and High School--E. Bolenius.

CHAPTER TWO

NECESSITY FOR DEVELOPING A LOVE OF READING IN THE HABIT-FORMING PERIOD OF LIFE

The years of childhood are short and fleeting; much must be done then, to insure success in later life. Good habits should be formed and bad habits discouraged in early life. Reading good literature in childhood and early youth forms a habit that grows stronger every year. If we, as teachers or parents, wait until manhood is reached and the need for books and education is felt, then we have failed in our duty toward children, since the difficulty of acquiring a love of reading when a man has reached maturity is very great. In youth a person learns easily and rapidly what later in life will cause many hours of hard work and struggle. The body and the mind must be taught to work in harmony so that they may work as one. Pain must be endured in the process of training the muscles of the body before they act smoothly and gracefully; trouble must be encountered in the development of the habit of reading before a boy can pick up a book and read it with pleasure and ease. When a young person has the power to read a good work in literature he has started on the road to success in school, which usually means success in life. Pleasure and duty go together when the love of good reading is fostered and cultivated in early life, since in the years to come the youngster will be placed in trying situations that require intensive reading on certain subjects before a complete knowledge of those subjects will be gained, thereby enabling him to meet the difficulties of particular situations.

Once the reading habit is acquired it is never lost; there may be a temporary cessation in the amount of reading while a boy is

CHAPTER TWO

NECESSITY FOR DEVELOPING A LOVE OF READING IN THE HABIT-FORMING PERIOD OF LIFE

The years of childhood are short and fleeting; much must be done then, to insure success in later life. Good habits should be formed and bad habits discouraged in early life. Reading good literature in childhood and early youth forms a habit that grows stronger every year. If we, as teachers or parents, wait until manhood is reached and the need for books and education is felt, then we have failed in our duty toward children, since the difficulty of acquiring a love of reading when a man has reached maturity is very great. In youth a person learns easily and rapidly what later in life will cause many hours of hard work and struggle. The body and the mind must be taught to work in harmony so that they may work as one. Pain must be endured in the process of training the muscles of the body before they act smoothly and gracefully; trouble must be encountered in the development of the habit of reading before a boy can pick up a book and read it with pleasure and ease. When a young person has the power to read a good work in literature he has started on the road to success in school, which usually means success in life. Pleasure and duty go together when the love of good reading is fostered and cultivated in early life, since in the years to come the youngster will be placed in trying situations that require intensive reading on certain subjects before a complete knowledge of those subjects will be gained, thereby enabling him to meet the difficulties of particular situations.

Once the reading habit is acquired it is never lost; there may be a temporary cessation in the amount of reading while a boy is

passing through the more active years of manhood, but as the need for information in his occupation arises, the young man will turn to books to get this. As the trials and troubles come with the years, a book-lover will turn for consolation to his favorite books, there to get that balm for his tired nerves which is better than any medicine prescribed by a doctor. Think of the hours of pleasure and comfort lying ahead of the person who has had the good fortune in early childhood to cultivate an acquaintance with the masters of the ages! How many times has an invalid been thankful for an early love of reading?

DEVELOPMENT OF THE IMAGINATION

The imagination has been neglected in the training of young people; the schools ignore the fact that a pupil's imagination should be trained systematically. We cannot ignore this faculty if we wish to insure that the future generation is to be made up of law-abiding citizens, for the vivid pictures in a child's mind play an important part in his development into a good citizen or into a convict. These pictures must be the kind that will help the child, not injure him; they must be controlled and governed by people who know the psychology of childhood and who can advise the reading of books that will aid in this control. False standards are put into the minds of youth by silly novels, lurid sex stories in highly colored magazines, and cheap moving pictures. In school we train the intellect but neglect this all-important imagination in the make-up of the child.

Good stories will aid the growing boy to see life as he should view it, not as the luridness of sex stories depict it. The older one becomes the more he loses this priceless heritage

passing through the more active years of manhood, but as the need for information in his occupation arises, the young man will turn to books to get this. As the trials and troubles come with the years, a book-lover will turn for consolation to his favorite books, there to get that balm for his tired nerves which is better than any medicine prescribed by a doctor. Think of the hours of pleasure and comfort lying ahead of the person who has had the good fortune in early childhood to cultivate an acquaintance with the masters of the ages! How many times has an invalid been thankful for an early love of reading?

DEVELOPMENT OF THE IMAGINATION

The imagination has been neglected in the training of young people; the schools ignore the fact that a pupil's imagination should be trained systematically. We cannot ignore this faculty if we wish to insure that the future generation is to be made up of law-abiding citizens, for the vivid pictures in a child's mind play an important part in his development into a good citizen or into a convict. These pictures must be the kind that will help the child, not injure him; they must be controlled and governed by people who know the psychology of childhood and who can advise the reading of books that will aid in this control. False standards are put into the minds of youth by silly novels, lurid sex stories in highly colored magazines, and cheap moving pictures. In school we train the intellect but neglect this all-important imagination in the make-up of the child.

Good stories will aid the growing boy to see life as he should view it, not as the luridness of sex stories depict it. The older one becomes the more he loses this priceless heritage

of fanciful picturing that is a part of childhood; the longer this loss can be postponed, or if the power can really be retained, the better off a person will be, as day-dreaming and imagining are necessary to our existence, at times. The grim realities of life take up all our time and energies; the nerves become wrought up and, very often, break down. How much better it is for one to lose himself in the past with knights or pirates or lovely ladies! The good novelist or poet makes us, through his vivid imagination, see life as he sees it; he braces up our jaded faculty of mind-picturing. The inventor, the successful man of business, and the scholar must possess the ability to dream impossible things so that they may make these seemingly impossible facts possible. That is what Edison, Burbank, Ford, and other successful men have done.

PROPER USE OF LEISURE TIME

"The fourth commandment is still valid; and the significance of the fourth commandment is not the details of the Sabbath observance, but the duty of leisure; its place in the decalogue means that the moral duty of leisure is as fundamental as the duty of purity or honesty." (1)

(1) The Teaching of English--Professor Charles Swain Thomas.

Children of to-day have more leisure time than their fathers did; modern conveniences have eliminated many of the chores compelled by older ways of doing various things,- the oil-burning steam plants eliminate wood chopping and carrying, apartment houses mean to a child that he has no grass to cut nor sidewalks to shovel. These little chores tend to keep the children out of mischief; their ab-

of fanciful picturing that is a part of childhood; the longer this loss can be postponed, or if the power can really be retained, the better off a person will be, as day-dreaming and imagining are necessary to our existence, at times. The grim realities of life take up all our time and energies; the nerves become wrought up and, very often, break down. How much better it is for one to lose himself in the past with knights or pirates or lovely ladies! The good novelist or poet makes us, through his vivid imagination, see life as he sees it; he braces up our jaded faculty of mind-picturing. The inventor, the successful man of business, and the scholar must possess the ability to dream impossible things so that they may make these seemingly impossible facts possible. That is what Edison, Burbank, Ford, and other successful men have done.

PROPER USE OF LEISURE TIME

"The fourth commandment is still valid; and the significance of the fourth commandment is not the details of the Sabbath observance, but the duty of leisure; its place in the decalogue means that the moral duty of leisure is as fundamental as the duty of purity or honesty." (1)

(1) The Teaching of English--Professor Charles Swain Thomas.

Children of to-day have more leisure time than their fathers did; modern conveniences have eliminated many of the chores compelled by older ways of doing various things,- the oil-burning steam plants eliminate wood chopping and carrying, apartment houses mean to a child that he has no grass to cut nor sidewalks to shovel. These little chores tend to keep the children out of mischief; their ab-

sence may tend to make youngsters create mischief and, often, serious trouble. Little habits come from idleness and if these are not checked they may spoil the man or woman. Leisure brings its problem with it; let reading help care for the leisure of children so that idle time is abolished entirely. Anything that cares for the youth's leisure time is a valuable help in increasing the usefulness of the future citizens. Reading will keep a boy or girl within the house in the evening; this fact can be made a great help in the social problem of crime. When children are under the parental roof they are not likely to get into trouble that leads to more dangerous outcomes. Thus, the bad influences of the street, the poolroom, and the dance hall are weakened for the time being at least. When a young person reaches the years that change him from an irresponsible youth to a man he will realize the dangers arising from certain elements of society and he will shun these elements; when he is young he is in no position to judge concerning the worth of dangerous influences on his character. Let the idle time of a young boy or girl be cared for by the reading of good books.

sence may tend to make youngsters create mischief and, often, serious trouble. Little habits come from idleness and if these are not checked they may spoil the man or woman. Leisure brings its problem with it; let reading help care for the leisure of children so that idle time is abolished entirely. Anything that cares for the youth's leisure time is a valuable help in increasing the usefulness of the future citizens. Reading will keep a boy or girl within the house in the evening; this fact can be made a great help in the social problem of crime. When children are under the parental roof they are not likely to get into trouble that leads to more dangerous outcomes. Thus, the bad influences of the street, the poolroom, and the dance hall are weakened for the time being at least. When a young person reaches the years that change him from an irresponsible youth to a man he will realize the dangers arising from certain elements of society and he will shun these elements; when he is young he is in no position to judge concerning the worth of dangerous influences on his character. Let the idle time of a young boy or girl be cared for by the reading of good books.

DEVELOPMENT OF READING HABIT PART OF SCHOOL WORK.

The School has many missions to perform but its greatest is the training of young people so that they can train themselves; this is accomplished when the boy or girl has learned to like reading good wholesome accounts of adventure or inspiring biographies of great men and women. If the school neglects to show the future citizen where he can get information and how he can use it, then that agency has failed in one of its most important tasks and public funds have been used without the proper results. Knowledge comes to us through experiences of our own and of others; the wise man learns from the experiences of others while the fool learns from his own experience only, when the experiences of others are available. Experience is a great teacher but if it were the best teacher why should we spend money on schools when education can be had through personal encounter in the school life? Teachers are the guides who show the dangers and pitfalls others have met in the struggle to get somewhere in the sun; the world and its hardships are shown to the young boy and girl through the medium of literature with the hope of stimulating the young charges to benefit by the advice of older and more experienced people and avoid the unnecessary social and moral evils. Good fiction and powerful drama depict life in its beauty and in its sordidness; great masters show life in such a way that we, their pupils, know it and live it, as they thought it should be. The duty of the teacher is to show the students the thought of the greatest teachers - for masters of literature and art are the greatest of the world's teachers. When acquaintance with the thoughts of the masters of the ages is made, life takes on a different meaning;

DEVELOPMENT OF READING HABIT PART OF SCHOOL WORK.

The School has many missions to perform but its greatest is the training of young people so that they can train themselves; this is accomplished when the boy or girl has learned to like reading good wholesome accounts of adventure or inspiring biographies of great men and women. If the school neglects to show the future citizen where he can get information and how he can use it, then that agency has failed in one of its most important tasks and public funds have been used without the proper results. Knowledge comes to us through experience of our own and of others; the wise man learns from the experiences of others while the fool learns from his own experience only, when the experiences of others are available. Experience is a great teacher but if it were the best teacher why should we spend money on schools when education can be had through personal encounter in the school life? Teachers are the guides who show the dangers and pitfalls others have met in the struggle to get somewhere in the sun; the world and its hardships are shown to the young boy and girl through the medium of literature with the hope of stimulating the young charges to benefit by the advice of older and more experienced people and avoid the unnecessary social and moral evils. Good fiction and powerful drama depict life in its beauty and in its sordidness; great masters show life in such a way that we, their pupils, know it and live it, as they thought it should be. The duty of the teacher is to show the students the thought of the greatest teachers - for masters of literature and art are the greatest of the world's teachers. When acquaintance with the thoughts of the masters of the ages is made, life takes on a different meaning;

disappointments and triumphs come but without a sinking into despair or a reaching to exultation. Great writers try to do what Matthew Arnold said of Sophocles; "He saw life steadily and saw it whole." Disillusionment and enthusiasm, disappointment and triumph, death and birth travel side by side as the long journey of life draws nearer and nearer its goal. A partial realization of the hard facts of life before they come to one makes a person take what comes with the philosophical calm and optimism of Browning when he says, "Grow old along with me."

The teacher in his task of showing the young child the wisdom of the ages must, at times, bring his pupils under the influence of the nearly great and those who never attained the heights of fame in exactly the same way a person would be introduced to a living celebrity by one who was not famous. Immature minds should take what can be understood and enjoyed so that a background of pleasure and information may be laid for the better things that will come when they can understand the real masters of literature. Reading should be performed by the students in school in the spirit of pleasure and not of duty, for compulsion often makes distasteful that which would otherwise be enjoyed. Robert Louis Stevenson said: "Pleasures are more beneficial than duties, because, like the quality of mercy, they are not strained and they are twice blest."

Reading for pleasure should be part of the school's English course because the habit of reading can be and should be developed in the classroom. Too little attention has been placed on the reading a pupil does outside of school, except such as is done for book reports. Book reports often do the thing opposite to instilling a desire for reading and making the acquaintance of the

disappointments and triumphs come but without a sinking into despair or a reaching to exultation. Great writers try to do what Matthew Arnold said of Sophocles; "He saw life steadily and saw it whole." Distilling lonment and enthusiasm, disappointment and triumph, death and birth travel side by side as the long journey of life draws nearer and nearer its goal. A partial realization of the hard facts of life before they come to one makes a person take what comes with the philosophical calm and optimism of Browning when he says, "Grow old along with me."

The teacher in his task of showing the young child the wisdom of the ages must, at times, bring his pupils under the influence of the nearly great and those who never attained the heights of fame in exactly the same way a person would be introduced to a living celebrity by one who was not famous. Immature minds should take what can be understood and enjoyed so that a background of pleasure and information may be laid for the better things that will come when they can understand the real masters of literature. Reading should be performed by the students in school in the spirit of pleasure and not of duty, for compulsion often makes distaste-ful that which would otherwise be enjoyed. Robert Louis Stevenson said: "Pleasures are more beneficial than duties, because, like the quality of mercy, they are not strained and they are twice blest."

Reading for pleasure should be part of the school's English course because the habit of reading can be and should be developed in the classroom. Too little attention has been placed on the reading a pupil does outside of school, except such as is done for book reports. Book reports often do the thing opposite to instilling a desire for reading and making the acquaintance of the

great books of the ages. Boys and girls, who come to us in school year after year, should have aroused in them the desire to know the great men who have done noble deeds and who have helped to make the world a better place. In the Lowell Vocational School the writer has helped the majority of his pupils to acquire this valuable educational help of reading good, interesting books. The number of pupils who do not acquire a love for reading is so small as to be almost insignificant; they are the students who never do any kind of school work anyhow. Some boys require more time than others in cultivating a desire for good literature, or for that matter any kind of literature. One boy, in particular, with unusually bad home conditions would not read a book, even in school when time was given for that purpose; no matter how hard or how earnestly one tried he could do nothing with this boy. In the second month of the second year in school the lad commenced to read "The Real Diary of a Real Boy". He enjoyed this book and sought a book of similar style. He was advised to read "Sequel" by the same author, Henry Shute, and he found this very interesting. This boy, who would not read during his first year at school, read, in succession, "Tom Sawyer", "Huck Finn", "The Story of a Bad Boy", "Treasure Island" and "The Call of the Wild". Now he reads a book every two weeks and, at times, one a week. These books are on carpentry as well as on adventure for the boy is interested in building houses. Many boys are like this one: the proper time has not arrived for the proper book to be put into their hands.

Investigation has shown that boys will develop the habit of reading, as "The Investigation of Reading Habits, March, 1928" on page testifies. In answer to question six, "Did you like

great books of the ages. Boys and girls, who come to us in school year after year, should have aroused in them the desire to know the great men who have done noble deeds and who have helped to make the world a better place. In the Lowell Vocational School the writer has helped the majority of his pupils to acquire this valuable educational help of reading good, interesting books. The number of pupils who do not acquire a love for reading is so small as to be almost insignificant; they are the students who never do any kind of school work anyhow. Some boys require more time than others in cultivating a desire for good literature, or for that matter any kind of literature. One boy, in particular, with unusually bad home conditions would not read a book, even in school when time was given for that purpose; no matter how hard or how earnestly one tried he could do nothing with this boy. In the second month of the second year in school the lad commenced to read "The Real Diary of a Real Boy". He enjoyed this book and sought a book of similar style. He was advised to read "Sequel" by the same author, Henry Shute, and he found this very interesting. This boy, who would not read during his first year at school, read, in succession, "Tom Sawyer", "Huck Finn", "The Story of a Bad Boy", "Treasure Island" and "The Call of the Wild". Now he reads a book every two weeks and, at times, one a week. These books are on carpentry as well as on adventure for the boy is interested in building houses. Many boys are like this one: the proper time has not arrived for the proper book to be put into their hands.

Investigation has shown that boys will develop the habit of reading, as "The Investigation of Reading Habits, March, 1928" on page testifies. In answer to question six, "Did you like

to read before you came to this school?" Sixty-five boys out of 139 replied, "No". In answer to question seven, "Do you like to read now?" seven out of 139 gave a negative answer. This proves that fifty eight boys, at least, started reading for pleasure in the first six months of attendance at the Lowell Vocational School. The seven who answered "No" have read many books in class and are willing to read if an opportunity is given to them in class time. The answer to number five, "Give the approximate number of books read since September", is 4940 for the entire 161 boys who answered the questions. This is the approximate number of books read according to a careful check of the number of books taken from the Lowell City Library and the Lowell Vocational School Library. The answer to number two convinced me of a fact that I had thought before; it is necessary to make pupils read before they will cultivate a love for books. This compulsion must be accomplished without any outward sign of authority and must be done in a careful way or it will lead to an aversion instead of a desire for literature. Still, if a teacher allows the work to be voluntary, at the start, he will get very poor results because voluntary work in the matter of reading books becomes very desultory work and no work at all unless some means of enforcement are used. This statement, as to voluntary work on the part of the students, is not a contradiction to a previous statement in this same chapter relative to compulsion, but simply refers to the matter of starting pupils on the way to the development of reading habits. Once the books and authors are familiar to a boy he will not require complusion in the matter of reading because with careful choice of books the boy reads only those works that will in-

to read before you came to this school?" Sixty-five boys out of 189 replied, "No". In answer to question seven, "Do you like to read now?" seven out of 189 gave a negative answer. This proves that fifty eight boys, at least, started reading for pleasure in the first six months of attendance at the Lowell Vocational School. The seven who answered "No" have read many books in class and are willing to read if an opportunity is given to them in class time. The answer to number five, "Give the approximate number of books read since September", is 4940 for the entire 181 boys who answered the questions. This is the approximate number of books read according to a careful check of the number of books taken from the Lowell City Library and the Lowell Vocational School Library. The answer to number two convinced me of a fact that I had thought before; it is necessary to make pupils read before they will cultivate a love for books. This compulsion must be accomplished without any outward sign of authority and must be done in a careful way or it will lead to an aversion instead of a desire for literature. Still, if a teacher allows the work to be voluntary, at the start, he will get very poor results because voluntary work in the matter of reading books becomes very desultory work and no work at all unless some means of enforcement are used. This statement, as to voluntary work on the part of the students, is not a contradiction to a previous statement in this same chapter relative to compulsion, but simply refers to the matter of starting pupils on the way to the development of reading habits. Once the books and authors are familiar to a boy he will not require compulsion in the matter of reading because with careful choice of books the boy reads only those works that in-

terest him and make him desire to read more. In this attempt at arousing the boy's inner feelings to make them respond to the feelings of the author of a book I would advise the elimination of all book reports and all checking, if necessary, because these may prejudice the student against a good book. As one writer, whose name I do not recall, has said: "We are not teaching them to write novels. We are not teaching them to criticize novels. We are not even teaching them to talk about novels. We are not preparing them to be examined. We are trying to show them to see through the eyes of the great novelists that the world is interesting to watch, that it is good to live in, and we are trying - this is our topmost endeavor - to teach them to feel, as the greatest novelists have felt, that human nature is a noble thing, that through all the confused pattern of life there runs a meaning and a mystery. No student whose novel reading leads him to this has wasted his time."

terest him and make him desire to read more. In this attempt at arousing the boy's inner feelings to make them respond to the feelings of the author of a book I would advise the elimination of all book reports and all checking, if necessary, because these may prejudice the student against a good book. As one writer, whose name I do not recall, has said: "We are not teaching them to write novels. We are not teaching them to criticize novels. We are not even teaching them to talk about novels. We are not preparing them to be examined. We are trying to show them to see through the eyes of the great novelists that the world is interesting to watch, that it is good to live in, and we are trying - this is our topmost endeavor - to teach them to feel, as the greatest novelists have felt, that human nature is a noble thing, that through all the confused pattern of life there runs a meaning and a mystery. No student whose novel reading leads him to this has wasted his time."

CHAPTER FOUR

READING PERIODS IN SCHOOL

Modern education makes a tremendous inroad into the time formerly spent on the three "R's"; many studies are pursued that our fathers never considered as school affairs. In the matter of reading I would advocate the placing of this important educational factor in the school curriculum; there has been time devoted to the mechanics of reading, but time should be allotted for leisure reading so that habits of good reading would be inculcated in the young by the school. I think that a period a day or a period every few days could be set aside for the students to spend in reading books that will enable them to cultivate a taste for reading. Critics will hold up their hands in horror at the prospect of utilizing more of the limited school time for what they will term more "fads" and "frills", still I think that it is necessary to give children time in school to read if they are going to read outside of school.

ENJOYMENT ONE OF THE MAIN ADVANTAGES FROM READING.

What a sad comment on the state of mind of so many people when they admit that certain legitimate pleasures bore them! The simple and harmless enjoyments of life are not for them; many of them resort to the illegal and immoral practices of profligates or drug addicts in order to get a thrill of pleasure. What a sad state of affairs! What a reflection on the early training of such people! A teacher has the power to make a boy enjoy life by bringing before his youthful mind the priceless heritage of the ages, the books that have helped many other boys see the real pleasures

CHAPTER FOUR

READING PERIODS IN SCHOOL

Modern education makes a tremendous inroad into the time formerly spent on the three "R's"; many studies are pursued that our fathers never considered as school affairs. In the matter of reading I would advocate the placing of this important educational factor in the school curriculum; there has been time devoted to the mechanics of reading, but time should be allotted for leisure reading so that habits of good reading would be inculcated in the young by the school. I think that a period a day or a period every few days could be set aside for the students to spend in reading books that will enable them to cultivate a taste for reading. Critics will hold up their hands in horror at the prospect of utilizing more of the limited school time for what they will term more "fads" and "frills", still I think that it is necessary to give children time in school to read if they are going to read outside of school.

ENJOYMENT ONE OF THE MAIN ADVANTAGES FROM READING.

What a sad comment on the state of mind of so many people when they admit that certain legitimate pleasures bore them! The simple and harmless enjoyments of life are not for them; many of them resort to the illegal and immoral practices of profligates or drug addicts in order to get a thrill of pleasure. What a sad state of affairs! What a reflection on the early training of such people! A teacher has the power to make a boy enjoy life by bringing before his youthful mind the priceless heritage of the ages, the books that have helped many other boys see the real pleasures

of life and forego the illusionary pleasures. A boy can be brought to the point in his early education where he will enjoy a good stirring account of an important historical event or a tale of harmless adventure. Such activities on the part of the boy and the school are legitimate parts of school work, and as such, should be undertaken by the teacher. Let enjoyment be the dominant note in the reading periods in school; show the pupils that pleasure can be obtained from reading good books and they will learn to like reading.

The reading period may be used as a means of relaxation from the stiff grind of the regular school day and the class will look forward to it. Very few students will refuse the opportunity to spend a profitable hour reading pleasant books in school.

BOOK DISCUSSIONS

A wonderful opportunity for increasing a boy's like for books is offered in the book discussion. This discussion will bring to the boy the names and account of the doings of the characters that have made reading a pleasure. A talk on "Moby Dick" by a young lover of sea stories will do more to arouse the interest of some of the dead wood in the class than hours of talking on the part of the teacher. Allow the members of the class to tell the story of the book that each of them has read; be careful to keep before the class at all times the type of books that should be read by boys. Do not call for an account of a book that is not the type of story a boy should read. A teacher's art must be used in the selection of titles for the discussion when such discussion is allowed in school. A higher standard of reading will be the result of carefully planned book discussions; that is the aim of

of life and forego the illusionary pleasures. A boy can be brought to the point in his early education where he will enjoy a good stirring account of an important historical event or a tale of heroic adventure. Such activities on the part of the boy and the school are legitimate parts of school work, and as such, should be undertaken by the teacher. Let enjoyment be the dominant note in the reading periods in school; show the pupils that pleasure can be obtained from reading good books and they will learn to like reading.

The reading period may be used as a means of relaxation from the stiff grind of the regular school day and the class will look forward to it. Very few students will refuse the opportunity to spend a profitable hour reading pleasant books in school.

BOOK DISCUSSIONS

A wonderful opportunity for increasing a boy's like for books is offered in the book discussion. This discussion will bring to the boy the names and account of the doings of the characters that have made reading a pleasure. A talk on "Moby Dick" by a young lover of sea stories will do more to arouse the interest of some of the dead wood in the class than hours of talking on the part of the teacher. Allow the members of the class to tell the story of the book that each of them has read; be careful to keep before the class at all times the type of books that should be read by boys. Do not call for an account of a book that is not the type of story a boy should read. A teacher's art must be used in the selection of titles for the discussion when such discussion is allowed in school. A higher standard of reading will be the result of carefully planned book discussions; that is the aim of

reading guidance. A boy's reading standard is low because he is unfamiliar with the best; he may know only cheap standards and the stories that are read by those at home or in the street who know no better standards. We, as teachers, should do everything in our power to improve the standards of our boys through careful reading guidance, which can be aided by student discussions in class periods. Boys when they are talking about a favorite book teach others by their actions and expressions.

NEWSPAPERS IN CLASS

Why allow newspapers to take up class time? Is it worth while? I think it is worth while to use school time for the purpose of showing young boys what parts of the newspapers they should read and what parts they should not read. When we consider that most homes have very little reading matter except newspapers we must think of the tremendous amount of time that will be spent in such reading. Instruction in the proper use of this valuable means of future education should be given in the school. Intelligent readers of newspapers will not be swayed by every chance wind of political or social fortune. Let us start in the school to make the boys and girls members of the higher grade of intelligent newspaper readers for whom a good editor will eliminate morbid news and racy stories. The newspaper has a tremendous influence on the minds of the people. The power of the press increases every year. We must use the press for helping our young Americans become good citizens; we do this by teaching them how to read newspapers properly.

reading guidance. A boy's reading standard is low because he is unfamiliar with the best; he may know only cheap standards and the stories that are read by those at home or in the street who know no better standards. We, as teachers, should do everything in our power to improve the standards of our boys through careful reading guidance, which can be aided by student discussions in class periods. Boys when they are talking about a favorite book teach others by their actions and expressions.

NEWSPAPERS IN CLASS

Why allow newspapers to take up class time? Is it worth while? I think it is worth while to use school time for the purpose of showing young boys what parts of the newspapers they should read and what parts they should not read. When we consider that most homes have very little reading matter except newspapers we must think of the tremendous amount of time that will be spent in such reading. Instruction in the proper use of this valuable means of future education should be given in the school. Intelligent readers of newspapers will not be swayed by every change wind of political or social fortune. Let us start in the school to make the boys and girls members of the higher grade of intelligent newspaper readers for whom a good editor will eliminate morbid news and racy stories. The newspaper has a tremendous influence on the minds of the people. The power of the press increases every year. We must use the press for helping our young Americans become good citizens; we do this by teaching them how to read newspapers properly.

CHAPTER FIVE

ATMOSPHERE OF BOOKS IN CLASS AT ALL TIMES

In attempting to create a desire on the part of a young boy to read when he never had the desire, we must use all possible schemes; we must try to create an atmosphere of books in the classroom so that the student senses a feeling, if one might use such a term, that books, and the knowledge brought with them, are the tools he uses in his quest for education. Make him think and talk books; stir up his enthusiasm so that he will carry away some of this enthusiasm from the class room and make it his possession.

CONTINUAL TALKING ABOUT BOOKS

The parable of the Sower in the Bible is applicable to the teacher; the seed he sows falls into different kinds of soil. No teacher can tell what kind of soil receives the seed nor can he tell whether the seed will grow and bear fruit. Sometimes, what we, as teachers, consider good seed, doesn't bear fruit while what we consider chaff and straw brings forth fruit a hundredfold. The manner of planting has a distinct bearing on the harvest; in the garden of life the right word at the right time has a definite reaction on the human harvest as maturity draws near. Continued talking concerning good books will bring forth a good harvest later on. Some minds are not receptive to any of the forty-nine discussions we have had, but the fiftieth has had its effect. The time spent on the fifty discussions is time well spent because it touches the same subject in a variety of ways and one will strike different pupils at different times.

CHAPTER FIVE

ATMOSPHERE OF BOOKS IN CLASS AT ALL TIMES

In attempting to create a desire on the part of a young boy to read when he never had the desire, we must use all possible schemes; we must try to create an atmosphere of books in the classroom so that the student senses a feeling, if one might use such a term, that books, and the knowledge brought with them, are the tools he uses in his quest for education. Make him think and talk books; stir up his enthusiasm so that he will carry away some of this enthusiasm from the class room and make it his possession.

CONTINUAL TALKING ABOUT BOOKS

The parable of the Sower in the Bible is applicable to the teacher; the seed he sows falls into different kinds of soil. No teacher can tell what kind of soil receives the seed nor can he tell whether the seed will grow and bear fruit. Sometimes, what we, as teachers, consider good seed, doesn't bear fruit while what we consider chaff and straw brings forth fruit a hundredfold. The manner of planting has a distinct bearing on the harvest; in the garden of life the right word at the right time has a definite reaction on the human harvest as maturity draws near. Continued talking concerning good books will bring forth a good harvest later on. Some minds are not receptive to any of the forty-nine discussions we have had, but the fiftieth has had its effect. The time spent on the fifty discussions is time well spent because it touches the same subject in a variety of ways and one will strike different pupils at different times.

CUTTING SCRAPS FROM NEWSPAPERS

There should be a bulletin board in the class room and on this items of interest to a class interested in books should be posted from time to time. Anything that appears in the papers about books should be cut out by the pupils and placed in a conspicuous place on the board. Interesting stories about books and authors are constantly appearing in newspapers and magazines; these should find their way to the bulletin-board so that all the members in the class will have a chance to read them.

A small newspaper story attracted my attention a few months ago. It was in an out of the way part of the paper. The heading attracted my attention and made the reading of the article necessary for me in that it recalled a story of the same name as the heading. This article was about the marriage of an artillery captain whose life inspired Richard Harding Davis to write "A Soldier of Fortune". This newspaper clipping was placed on the class bulletin-board and attracted considerable attention. Such a simple thing was the cause of many members of the class reading the stories of that famous newspaper correspondent, Davis.

POSTERS

Posters aid in the creation of a bookish atmosphere in the classroom. Striking pictures pasted on a paper or cardboard make good posters when original drawings cannot be obtained. Under these posters place a list of interesting books about the subject of the picture. During the week say a few words about the poster and the books listed under it. I have used this device of attracting the attention of the boys with posters and have found

CUTTING SCRAPS FROM NEWSPAPERS

There should be a bulletin board in the class room and on this items of interest to a class interested in books should be posted from time to time. Anything that appears in the papers about books should be cut out by the pupils and placed in a conspicuous place on the board. Interesting stories about books and authors are constantly appearing in newspapers and magazines; these should find their way to the bulletin-board so that all the members in the class will have a chance to read them.

A small newspaper story attracted my attention a few months ago. It was in an out of the way part of the paper. The heading attracted my attention and made the reading of the article necessary for me in that it recalled a story of the same name as the heading. This article was about the marriage of an artillery captain whose life inspired Richard Harding Davis to write "A Soldier of Fortune". This newspaper clipping was placed on the class bulletin-board and attracted considerable attention. Such a simple thing was the cause of many members of the class reading the stories of that famous newspaper correspondent, Davis.

POSTERS

Posters aid in the creation of a bookish atmosphere in the classroom. Striking pictures pasted on a paper or cardboard make good posters when original drawings cannot be obtained. Under these posters place a list of interesting books about the subject of the picture. During the week say a few words about the poster and the books listed under it. I have used this device of attracting the attention of the boys with posters and have found

it very helpful. In a vocational school posters referring to trades and trade information are very helpful in arousing interest in books about the trades.

EMPHASIS ON THE READING HABITS OF SOME GREAT ATHLETES AND SAILORS.

When a boy's heroes read books he will read them; if Babe Ruth reads a boy will read. Gene Tunney is a great lover of literature. I have a newspaper picture of Gene reading his favorite book and this has attracted much attention. The list of books that have influenced Gene was placed with the poster. Sailors are great readers and I have made use of that fact as a subject for many talks on books to show boys that vigorous men are men who read. I cite the cases of many great sailors and tell what books they enjoyed. This usually has a reaction in the public library where the boys try to get the books that appealed to the sailors.

QUOTATIONS ON THE BLACKBOARD

In the creation of the atmosphere of books in the room I have found that a good policy is to place a striking quotation, concerning reading and its great value, on the blackboard. These quotations can be selected so that stress is placed on reading worthwhile books. Such a proceeding is part of the scheme of continually talking about books because it is necessary to explain the quotations. Allow a quotation to remain on the board for the greater part of a week or for the whole week; during that time some of the advice will seep into the minds of different boys in the class.

Some of the quotations used in the English classes in the Lowell Vocational School are listed below.

Some of the quotations used in the English classes in the Lowell Vocational School are listed below.

In the creation of the atmosphere of books in the room I have found that a good policy is to place a striking quotation, concerning reading and its great value, on the blackboard. These quotations can be selected so that stress is placed on reading worthwhile books. Such a proceeding is part of the scheme of continually talking about books because it is necessary to explain the quotations. Allow a quotation to remain on the board for the greater part of a week or for the whole week; during that time some of the advice will seep into the minds of different boys in the class.

QUOTATIONS ON THE BLACKBOARD

It very helpful. In a vocational school posters referring to trades and trade information are very helpful in arousing interest in books about the trades.

EMPHASIS ON THE READING HABITS OF SOME GREAT ATHLETES AND SAILORS.

When a boy's heroes read books he will read them; if Babe Ruth reads a boy will read. Gene Tunney is a great lover of literature. I have a newspaper picture of Gene reading his favorite book and this has attracted much attention. The list of books that have influenced Gene was placed with the poster. Sailors are great readers and I have made use of that fact as a subject for many talks on books to show boys that vigorous men are men who read. I cite the cases of many great sailors and tell what books they enjoyed. This usually has a reaction in the public library where the boys try to get the books that appealed to the sailors.

"Every man cannot select his environment or enjoy the advantage of personally meeting the acutest minds of his day. Fortunately, however, many of these great men have committed the reasons for their own deductions to books. The inestimable blessing of libraries is that they give everyone the opportunity of getting in touch with these ideas." - Wilfred Grenfell.

"Wherever we fix the habit of selecting and reading worthwhile books, the emotional and intellectual life of the home, the community, and the nation will be strengthened. The work of organizing libraries and training librarians is in this large sense a very fundamental work in the building of better character and better citizenship."--Francis J. Blair

"The better part of a man's education is that which he gives himself, and it is for this that a good library should furnish the opportunity and the means." --James R. Lowell.

"Every man starting out for himself will have to go over a hard road and find out its turnings for himself. But he need not go over this road in the dark if he can take with him the light of other men's experience."--John Wanamaker.

"The man who succeeds is the man who reads. Lincoln walked twenty miles to get a book."

"Better books build better minds."

"It is never too late to read."

"A man is himself plus the book he reads."

"Books are the necessary inevitable tools of present day civilization."

"It is hard for an empty sack to stand upright. Read more books."

"Every man cannot select his environment or enjoy the advantage of personally meeting the greatest minds of his day. Fortunately, however, many of these great men have committed the reasons for their own deductions to books. The inestimable blessing of libraries is that they give everyone the opportunity of getting in touch with these ideas." - Wilfred Grenfell.

"Wherever we fix the habit of selecting and reading worthwhile books, the emotional and intellectual life of the home, the community, and the nation will be strengthened. The work of organizing libraries and training librarians is in this large sense a very fundamental work in the building of better character and better citizenship."--Francis J. Blair

"The better part of a man's education is that which he gives himself, and it is for this that a good library should furnish the opportunity and the means." --James R. Lowell.

"Every man starting out for himself will have to go over a hard road and find out its turnings for himself. But he need not go over this road in the dark if he can take with him the light of other men's experience."--John Wanamaker.

"The man who succeeds is the man who reads. Lincoln walked twenty miles to get a book."

"Better books build better minds."

"It is never too late to read."

"A man is himself plus the book he reads."

"Books are the necessary inevitable tools of present day civilization."

"It is hard for an empty sack to stand upright. Read more books."

"No man can be called friendless when he has God and the companionship of good books."

"You cannot always choose your companions; you can always choose your books. You can, if you will, spend a few minutes every day with the best and the wisest men and women the world has ever known.

"Books are the compasses and telescopes and sextants and charts which other men have prepared to help us navigate the dangerous seas of human life."-- Jesse Lee Bennett.

"Except a living man, there is nothing more wonderful than a book! - a message to us from the dead - from human souls whom we never saw, who lived, perhaps, thousands of miles away; and yet these, on the little sheets of paper, speak to us, amuse us, vivify us, teach us, comfort us, open their hearts to us as brothers."-- Charles Kingsley.

"Our youth should read, read, read. Science may facilitate the use of the senses in acquiring knowledge - through motion pictures and radio. But I do not believe these will supplant the surest process of instruction-reading. While science may improve ease and pleasure in life, it can never, never replace the will to learn as an instrument of culture." -- Charles W. Eliot.

"He that loveth a book will never want a faithful friend, a cheerful companion, an effective comforter." -- Isaac Barrows.

"A wise mother and good books enabled me to succeed in life. She was very poor, but never too poor to buy books for her children. It is a mean economy that starves the mind to feed the body."

Henry Clay.

"No man can be called friendless when he has God and the companionship of good books."

"You cannot always choose your companions; you can always choose your books. You can, if you will, spend a few minutes every day with the best and the wisest men and women the world has ever known.

"Books are the compasses and telescopes and sextants and charts which other men have prepared to help us navigate the dangerous seas of human life."-- Jesse Lee Bennett.

"Except a living man, there is nothing more wonderful than a book! - a message to us from the dead - from human souls whom we never saw, who lived, perhaps, thousands of miles away; and yet these, on the little sheets of paper, speak to us, amuse us, vivify us, teach us, comfort us, open their hearts to us as brothers."-- Charles Kingsley.

"Our youth should read, read, read. Science may facilitate the use of the senses in acquiring knowledge - through motion pictures and radio. But I do not believe these will supplant the surest process of instruction-reading. While science may improve ease and pleasure in life, it can never, never replace the will to learn as an instrument of culture." -- Charles W. Eliot.

"He that loveth a book will never want a faithful friend, a cheerful companion, an effective comforter." -- Isaac Barrows.

"A wise mother and good books enabled me to succeed in life. She was very poor, but never too poor to buy books for her children. It is a mean economy that starves the mind to feed the body."

Henry Clay.

"If you are fond of books you will escapt the ennui of life, you will neither sigh for evening disgusted with the occupations of the day, nor will you live dissatisfied with yourself or unprofitable to others." -- Seneca.

"A liberal education may be had at a very slight cost of time and money. Well filled though the day be with appointed tasks, to make the best possible use of your one or ten talents, rest not satisfied with this professional training, but try to get the education, if not of a scholar, at least of a gentleman. Before going to sleep read for half an hour, and in the morning have a book open on your dressing table. You will be surprised to find out how much can be accomplished in the course of a year."--Sir William Osler.

"There are three classes of books - books that give pleasure, books that give information, and books that give inspiration. The first class has its thousands of readers, the second its hundreds, and the third its tens. It is a good thing to read books for pleasure. It is a better thing to read books for information. It is one of the healthiest joys of the normal mind to be forever learning something; forever learning and forever coming to the knowledge of the truth. It is the best thing, however, to read books for inspiration." -- Sam Walter Foss.

"If you are fond of books you will escape the ennui of life, you will neither sigh for evening disgusted with the occupations of the day, nor will you live dissatisfied with yourself or unprofitable to others." -- Seneca.

"A liberal education may be had at a very slight cost of time and money. Well filled though the day be with appointed tasks, to make the best possible use of your one or ten talents, rest not satisfied with this professional training, but try to get the education, if not of a scholar, at least of a gentleman. Before going to sleep read for half an hour, and in the morning have a book open on your dressing table. You will be surprised to find out how much can be accomplished in the course of a year."--Sir William Osler.

"There are three classes of books - books that give pleasure, books that give information, and books that give inspiration. The first class has its thousands of readers, the second its hundreds, and the third its tens. It is a good thing to read books for pleasure. It is a better thing to read books for information. It is one of the healthiest joys of the normal mind to be forever learning something; forever learning and forever coming to the knowledge of the truth. It is the best thing, however, to read books for inspiration." -- Sam Walter Foss.

CHAPTER SIX

THE TEACHERS PART IN THE DEVELOPMENT OF THE READING HABIT IN BOYS

The teacher is the vital force behind any scheme for the betterment of the individual child, and it is to him that we must look for the successful completion of any plan devised to lighten the work of school children. Substantial, well-ordered progress in education is brought about by the classroom teacher in his daily contact with pedagogical problems. Theorists advance wonderful solutions for the many ills of modern education, but, like sure-cure devices, their recommendations bring no real results. It is to the teacher, then, that we must turn in our effort to train boys to be able to enjoy good reading, because it is he who is in daily touch with the youngster and it is he who can gradually help a growing mind to understand and enjoy the books that have been in the foreground for generations.

LOVE OF READING ON THE PART OF THE TEACHER

To instill a desire to read in another requires the first person to have the desire himself. The teacher of boys who are learning to judge between good and bad books must have an overwhelming love of books or he will be unable to devlop such a love in his charges. Reading should be his hobby. Wandering, with child-like curiosity through a mze of books should be a delight; an old book store should enthrall him. A successful teacher becomes very enthusiastic about certain stories and the class reacts to his ardor and becomes enthusiastic itself. Pupils are the mirrors in which are reflected the enthusiasm, ardor and per-

CHAPTER SIX

THE TEACHERS PART IN THE DEVELOPMENT OF THE READING HABIT IN BOYS

The teacher is the vital force behind any scheme for the betterment of the individual child, and it is to him that we must look for the successful completion of any plan devised to lighten the work of school children. Substantial, well-ordered progress in education is brought about by the classroom teacher in his daily contact with pedagogical problems. Theorists advance wonderful solutions for the many ills of modern education, but, like awe-cure devices, their recommendations bring no real results. It is to the teacher, then, that we must turn in our effort to train boys to be able to enjoy good reading, because it is he who is in daily touch with the youngster and it is he who can gradually help a growing mind to understand and enjoy the books that have been in the foreground for generations.

LOVE OF READING ON THE PART OF THE TEACHER

To instill a desire to read in another requires the first person to have the desire himself. The teacher of boys who are learning to judge between good and bad books must have an overwhelming love of books or he will be unable to develop such a love in his charges. Reading should be his hobby. Wandering, with child-like curiosity through a maze of books should be a delight; an old book store should enthrall him. A successful teacher becomes very enthusiastic about certain stories and the class reacts to his ardor and becomes enthusiastic itself. Pupils are the mirrors in which are reflected the enthusiasm, ardor and per-

sonality of the teacher. Unless the pranks of Plupy in the "Real Diary of a Real Boy", or the escapades of Tom and Huck in "Tom Sawyer" are enjoyed and appreciated by him difficulty will be encountered in the attempt to arouse an interest in such books on the part of the members of his class.

Knowledge of many books that appeal to boys helps one to gain success in a class devoted wholly or partially to developing the habit of reading. It is not enough to take the recommendations of others as to the interest in the individual stories; if a person is going to teach others about the value of reading, he must know something about the books that are recommended. Whether a book will interest Johnny Jones depends upon Johnny's individual make-up; an instructor's ability to fathom Johnny's likes and dislikes enables him to advise the book to be read. If you know Johnny's preferences and have not read the books that appeal to him, then, you are not in a position to advise him properly; you have not an adequate standard on which to base Johnny's judgment of books or his reading ability. Several books, unknown to a teacher, may be the means of helping young Johnny's over the stumbling stones of literature, and, instead of being stumbling stones to literature, these books will become stepping stones to progress in reading good literature.

A teacher, who would arouse and keep the interest of a class in reading, must not only know the books that appeal to the boys, but he must also be on the lookout for any new publications that might be read by juveniles. Modern works have an attraction because of their novelty as much as because of their worth. Many

sonality of the teacher. Unless the pranks of Flupy in the "Real Diary of a Real Boy", or the escapades of Tom and Huck in "Tom Sawyer" are enjoyed and appreciated by him difficulty will be encountered in the attempt to arouse an interest in such books on the part of the members of his class.

Knowledge of many books that appeal to boys helps one to gain success in a class devoted wholly or partially to developing the habit of reading. It is not enough to take the recommendations of others as to the interest in the individual stories; if a person is going to teach others about the value of reading, he must know something about the books that are recommended. Whether a book will interest Johnny Jones depends upon Johnny's individual make-up; an instructor's ability to fathom Johnny's likes and dislikes enables him to advise the book to be read. If you know Johnny's preferences and have not read the books that appeal to him, then, you are not in a position to advise him properly; you have not an adequate standard on which to base Johnny's judgment of books or his reading ability. Several books, unknown to a teacher, may be the means of helping young Johnny's over the stumbling stones of literature, and, instead of being stumbling stones to literature, these books will become stepping stones to progress in reading good literature.

A teacher, who would arouse and keep the interest of a class in reading, must not only know the books that appeal to the boys, but he must also be on the lookout for any new publications that might be read by juveniles. Modern works have an attraction because of their novelty as much as because of their worth. Many

new books are on the market that are well worth reading; in the past year "Trader Horn", "The Trade Wind", "Kit Carson", "Death Comes to the Archbishop", and several others have been published. These are interesting as well as instructive to a pupil. Unless a teacher reads modern works as well as standard books he is apt to miss such books.

KNOWLEDGE OF PUPILS

Every phase of educational knowledge of the pupil is part of the basis for success in teaching; this is doubly true in the matter of teaching reading. The limitations and possibilities of a pupil must be known in some way; the possibilities can never be known accurately while the limitations are more easily found. In gauging pupils' ability teachers find certain outstanding traits of character that help in the understanding of the pupil. Until the individual likes and dislikes in regard to books are known the instructor is handicapped in making recommendations for reading. The journey upwards toward the acknowledged masterpieces of literature is made on the steps of personal taste. These steps must be known if a teacher is going to help a pupil make the journey. The student's interest may be used not only as a guide toward good literature, but also as an enrichment of his knowledge about things he likes, his hobbies and pleasures. The alert teacher will learn the hobbies of the different members of his class and show the boys how worthwhile books on the subjects aid in the pleasure obtained from such sources. Hobbies are safety valves against the dangers of overwork and monotony, and as such, should be encouraged and cultivated. Books on automobiles, shooting, rowing,

new books are on the market that are well worth reading; in the past year "Trader Horn", "The Trade Wind", "Kit Carson", "Death Comes to the Archbishop", and several others have been published. These are interesting as well as instructive to a pupil. Unless a teacher reads modern works as well as standard books he is apt to miss such books.

KNOWLEDGE OF PUPILS

Every phase of educational knowledge of the pupil is part of the basis for success in teaching; this is doubly true in the matter of teaching reading. The limitations and possibilities of a pupil must be known in some way; the possibilities can never be known accurately while the limitations are more easily found. In gauging pupils' ability teachers find certain outstanding traits of character that help in the understanding of the pupil. Until the individual likes and dislikes in regard to books are known the instructor is handicapped in making recommendations for reading. The journey upwards toward the acknowledged masterpieces of literature is made on the steps of personal taste. These steps must be known if a teacher is going to help a pupil make the journey. The student's interest may be used not only as a guide toward good literature, but also as an enrichment of his knowledge about things he likes, his hobbies and pleasures. The alert teacher will learn the hobbies of the different members of his class and show the boys how worthwhile books on the subjects aid in the pleasure obtained from such sources. Hobbies are safety valves against the dangers of overwork and monotony, and as such, should be encouraged and cultivated. Books on automobiles, shooting, rowing,

baseball, camping, and many other forms of sport and pleasure are available at libraries and it is our duty, as teachers, to place these at the disposal of young boys so that they may reap the advantage that comes from a knowledge of them. With care a boy may come to look upon reading as a hobby; this is a good educational start for anyone.

Many boys detest books because they obtain no pleasure from the companionship of the men and women of bookland. Some people have an antipathy toward all books because of an association in their minds between books and school; school was unpleasant, therefore books will be. Such boys as these require teaching of the type that instills a desire to read; otherwise education will mean nothing to them other than the hard knocks of experience. The enrichment of their lives through cultural influences will be lacking and the community suffers when such enrichment is lacking to any of its members. Men and women of this type become the easy prey of radicals and participate in any strike or upheaval without reasoning on its right or wrong qualities. It is necessary for us as teachers not to allow any of our pupils to start out in life lacking this enriching power of reading. We are remiss in our duty as educators if we do. How can this difficult objective be accomplished? The answer to this question is in the bringing of the boy and the right book together at the right time. The right book will start a boy reading other books. Allow a class time in which to try several different volumes of well-known boys' books; accomplish this in school hours; let the boy think he is having an easy recitation, or rather, no recitation; give the class the idea that relaxation in the day's

baseball, camping, and many other forms of sport and pleasure are available at libraries and it is our duty, as teachers, to place these at the disposal of young boys so that they may reap the advantage that comes from a knowledge of them. With care a boy may come to look upon reading as a hobby; this is a good educational start for anyone.

Many boys detest books because they obtain no pleasure from the companionship of the men and women of bookland. Some people have an antipathy toward all books because of an association in their minds between books and school; school was unpleasant, therefore books will be. Such boys as these require teaching of the type that instills a desire to read; otherwise education will mean nothing to them other than the hard knocks of experience. The enrichment of their lives through cultural influences will be lacking and the community suffers when such enrichment is lacking to any of its members. Men and women of this type become the easy prey of radicals and participate in any strike or upheaval without reasoning on its right or wrong qualities. It is necessary for us as teachers not to allow any of our pupils to start out in life lacking this enriching power of reading. We are remiss in our duty as educators if we do. How can this difficult objective be accomplished? The answer to this question is in the bringing of the boy and the right book together at the right time. The right book will start a boy reading other books. Allow a class time in which to try several different volumes of well-known boys' books; accomplish this in school hours; let the boy think he is having an easy recitation, or rather, no recitation; give the class the idea that relaxation in the day's

work is taking place, and finally, bring within the grasp of the backward members such books as "The Real Diary of a Real Boy", "Brite and Fair", and "Sequel" by Henry Shute. Better still, would be a reading of portions of these by the teacher so that a desire to read them on the part of the pupils would be created. Reading to a group of boys has a very desirable effect on the outside reading of the boys themselves. From the books of Henry Shute advise the book-haters to go to "Tom Sawyer", "Huck Finn", "Those Extraordinary Twins", "The Story of a Bad Boy", "Penrod", "Penrod and Sam", "The Man Without a Country", "The Call of the Wild", "Treasure Island", "Trade Wind", and "Robinson Crusoe". These are simple reading tasks; for the keynote to be struck in matters pertaining to boys of the type under consideration is simplicity. Mental exertion must be avoided for the time being. Humor and adventure are the stepping stones to better things; don't expect too much at first. I have seen boy after boy start reading after a short acquaintance with any or all of the above mentioned stories. Such works show the boy much more than any amount of talking about how good a story can be and how much enjoyment can be obtained from an hour's companionship with a good book. Until the personal discovery that books contain interesting stories about enjoyable characters is made by an individual no amount of teaching will make that person a book lover.

USE OF INTEREST FACTORS

Every factor aiding the development of the habit of reading good books should be utilized by the practical teacher. Praise, judiciously meted out to a pupil, will do much good. Encourage

work is taking place, and finally, bring within the grasp of the backward members such books as "The Real Diary of a Real Boy", "Brite and Fair", and "Sequel" by Henry Shute. Better still, would be a reading of portions of these by the teacher so that a desire to read them on the part of the pupils would be created. Reading to a group of boys has a very desirable effect on the outside reading of the boys themselves. From the books of Henry Shute advise the book-haters to go to "Tom Sawyer", "Huck Finn", "Those Extraordinary Twins", "The Story of a Bad Boy", "Penrod", "Penrod and Sam", "The Man Without a Country", "The Call of the Wild", "Treasure Island", "Trade Wind", and "Robinson Crusoe". These are simple reading tasks; for the keynote to be struck in matters pertaining to boys of the type under consideration is simplicity. Mental exertion must be avoided for the time being. Humor and adventure are the stepping stones to better things; don't expect too much at first. I have seen boy after boy start reading after a short acquaintance with any or all of the above mentioned stories. Such works show the boy much more than any amount of talking about how good a story can be and how much enjoyment can be obtained from an hour's companionship with a good book. Until the personal discovery that books contain interesting stories about enjoyable characters is made by an individual no amount of teaching will make that person a book lover.

USE OF INTEREST FACTORS

Every factor aiding the development of the habit of reading good books should be utilized by the practical teacher. Praise, judiciously meted out to a pupil, will do much good. Encourage

the reading of books a little better than ordinarily read by an individual pupil; praise him when he attempts to get away from the cheap type of fiction he has been reading. Show him how he has accomplished something of real worth when he has gone above the level of the works he read before; show him that the average boy cannot reach the heights gained by him. Suggest another book of equal or better literary standing and encourage the reading of it. Credit, in the form of good marks, should be given when boys try to get above the standards of the street in the matter of literature. Marks are records of good or bad work in school or in matters pertaining to school, why shouldn't good work in reading be given a proportionate weight in the English mark? What better evidence of an advance in English is there than acquirement of the habit of reading better works than before? When deeds are rewarded and appreciated more of the same nature will be done; when good reading is rewarded by better marks the desire to do more reading of a high calibre will be aroused by the stimulus of higher grades.

A very good means of increasing interest in certain books and authors is the telling of stories concerning them, stories that have a human interest attached to them. We all like to know that the author of a favorite story is a real red-blooded man who has accomplished the deeds that he tells of in the book. The story of Trader Horn - how he spent his early life; how, at the age of seventy-three, he was a tin peddler, and how at the age of seventy-five after writing "Trader Horn" his royalties were $4000 per week - will make many wish to read the book. The romantic elements of

the reading of books a little better than ordinarily read by an individual pupil; praise him when he attempts to get away from the cheap type of fiction he has been reading. Show him how he has accomplished something of real worth when he has gone above the level of the works he read before; show him that the average boy cannot reach the heights gained by him. Suggest another book of equal or better literary standing and encourage the reading of it. Credit, in the form of good marks, should be given when boys try to get above the standards of the street in the matter of literature. Marks are records of good or bad work in school or in matters pertaining to school, why shouldn't good work in reading be given a proportionate weight in the English mark? What better evidence of an advance in English is there than acquirement of the habit of reading better works than before? When deeds are rewarded and appreciated more of the same nature will be done; when good reading is rewarded by better marks the desire to do more reading of a high calibre will be aroused by the stimulus of higher grades.

A very good means of increasing interest in certain books and authors is the telling of stories concerning them, stories that have a human interest attached to them. We all like to know that the author of a favorite story is a real red-blooded man who has accomplished the deeds that he tells of in the book. The story of Trader Horn - how he spent his early life; how, at the age of seventy-three, he was a tin peddler, and how at the age of seventy-five after writing "Trader Horn" his royalties were $4000 per week - will make many wish to read the book. The romantic elements of

Africa fifty years ago, an old man down and out after a stirring life, suddenly transformed from a life of want to one of ease, and the aid given by a woman to a man appeal to the imaginations of people and make them wish to find out more about this interesting men. The life of Joseph Conrad makes an impression on boys because he was a sailor and lived a hard strenuous life, battling with the elements of the sea and air; because of his occupation boys expect him to be able to write good stories of the sea. A class containing Polish boys will be aroused by the very writing of his name on the board - Josef Teador Konrad Korzeniowski. This has a psychological effect that reacts favorably on a class. Through such a contact point of interest in one's fellow countryman many will start the reading of Conrad's books; once this is done the interest inherent in his stories will keep the attention of the reader. Such a procedure was used in my class and the results were surprising. It is necessary to get a few members of a class reading a special book or books by a special author and then the rest of the boys will be told of the good things in store for them by those who have read what was advised. From the Polish boy reading Conrad's works because of a patriotic urge many things resulted; many boys, non-Polish, commenced taking "Lord Jim" and other books from the library, and, in a few weeks' time, all the books written by the famous seaman were in constant circulation among the students of the Lowell Vocational School. It is difficult to measure the actual results gained from the telling of the life of the Polish-English seaman-author. Mark Twain's life has an appeal because of several amusing incidents

Twain's life has an appeal because of several amazing incidents
ing of the life of the Polish-English seaman-author. Mark
is difficult to measure the actual results gained from the tell-
ulation among the students of the Lowell Vocational School. It
all the books written by the famous seaman were in constant circ-
things resulted; many boys, non-Polish, commenced taking "Lord
Polish boy reading Conrad's works because of a patriotic urge many
afore for them by those who have read what was advised. From the
then the rest of the boys will be told of the good things in
class reading a special book or books by a special author and
suits were surprising. It is necessary to get a few members of a
of the reader. Such a procedure was used in my class and the re-
done the interest inherent in his stories will keep the attention
man many will start the reading of Conrad's books; once this is
Through such a contact point of interest in one's fellow country-
This has a psychological effect that reacts favorably on a class.
of his name on the board - Josef Teador Konrad Korzeniowski.
class containing Polish boys will be aroused by the very writing
boys expect him to be able to write good stories of the sea. A
with the elements of the sea and air; because of his occupation
cause he was a sailor and lived a hard strenuous life, battling
men. The life of Joseph Conrad makes an impression on boys be-
people and make them wish to find out more about this interesting
the aid given by a woman to a man appeal to the imaginations of
life, suddenly transformed from a life of want to one of ease, and
After fifty years ago, an old man down and out after a stirring

told by the celebrated humorist. His two weeks' adventure in the Confederate Army during the Civil War, how he received his pen name, and many adventures and experiences from "Roughing It" will make a boy wish to read some of his other books.

CO-OPERATION WITH THE PUBLIC LIBRARY

A wise English teacher makes the acquaintance of the librarian of the public library in the town or city in which he is teaching. He keeps the librarian informed concerning anything pertaining to books that takes place in the class. The teacher, by his recommendations, can get desirable books on the shelves of the library for his pupils or have a certain section set apart for students; all this can be accomplished by co-operation with the local librarian. "Strike while the iron is hot" is a good maxim and applies in the matter of English teaching. Time is wasted talking about certain works of literature if there is no chance of reading the particular authors under consideration. A little forethought and planning between the teacher and the librarian will insure an adequate supply of books when needed. The librarian and the English teacher have similar problems and conferences between them will help both. The teacher inoculates the student with the desire to read and the librarian has the material to further that desire. President Lowell of Harvard in "Self Education" states: "It is said of a professor that after an evening with undergraduates the books he had been using were taken out of the library to a noticeably larger extent during the succeeding week. That means far more than being interested at the moment. It means inoculation with a curiosity to read more, which may arise from the teacher and is his most valuable qualification."

told by the celebrated humorist. His two weeks' adventure in the Confederate Army during the Civil War, how he received his pen name, and many adventures and experiences from "Roughing It" will make a boy wish to read some of his other books.

CO-OPERATION WITH THE PUBLIC LIBRARY

A wise English teacher makes the acquaintance of the librarian of the public library in the town or city in which he is teaching. He keeps the librarian informed concerning anything pertaining to books that takes place in the class. The teacher, by his recommendations, can get desirable books on the shelves of the library for his pupils or have a certain section set apart for students; all this can be accomplished by co-operation with the local librarian. "Strike while the iron is hot" is a good maxim and applies in the matter of English teaching. Time is wasted talking about certain works of literature if there is no chance of reading the particular authors under consideration. A little forethought and planning between the teacher and the librarian will insure an adequate supply of books when needed. The librarian and the English teacher have similar problems and conferences between them will help both. The teacher inoculates the student with the desire to read and the librarian has the material to further that desire. President Lowell of Harvard in "Self Education" states: "It is said of a professor that after an evening with undergraduates the books he had been using were taken out of the library to a noticeably larger extent during the succeeding week. That means far more than being interested at the moment. It means inoculation with a curiosity to read more, which may arise from the teacher and is his most valuable qualification."

CHAPTER SEVEN

PUBLIC LIBRARY'S PART IN THE DEVELOPMENT OF READING HABITS IN SCHOOL CHILDREN

"The better part of every man's education is that which he gives himself, and it is for this that a good library should furnish the opportunity and the means."--James R. Lowell.

Teachers are handicapped in their efforts to stimulate children's good habits when outside influences are greater than schoolroom influences. This is not true in reference to the habit of using the public library; the greater the influence exerted by this public institution the greater will be the good derived by school children. Without a library reading habits could not be fostered and aided because there would be no source from which to obtain the materials for reading. One of the principal objectives in training a group of the young to form correct reading habits is that of using the public library regularly. A plan worth having and using in a class is to make the members of the class go to the library at stated times so that weekly or bi-weekly visits are made by all the boys in the class. The carrying out of this plan for a year or more would result in the formation of regular habits of using the library and this practice would become permanent, for once a boy commences to make stated trips to the land of books he will in the average case do so for many years to come. It is our duty, as teachers, to help the young students to see the value of a library and to make use of all the facilities such as a library may have.

The cultivation of the habit of going regularly to the public library should be encouraged when the students are young for

CHAPTER SEVEN

PUBLIC LIBRARY'S PART IN THE DEVELOPMENT OF READING HABITS IN SCHOOL CHILDREN

"The better part of every man's education is that which he gives himself, and it is for this that a good library should furnish the opportunity and the means."--James T. Lowell.

Teachers are handicapped in their efforts to stimulate children's good habits when outside influences are greater than schoolroom influences. This is not true in reference to the habit of using the public library; the greater the influence exerted by this public institution the greater will be the good derived by school children. Without a library reading habits could not be fostered and aided because there would be no source from which to obtain the materials for reading. One of the principal objectives in training a group of the young to form correct reading habits is that of using the public library regularly. A plan worth having and using in a class is to make the members of the class go to the library at stated times so that weekly or bi-weekly visits are made by all the boys in the class. The carrying out of this plan for a year or more would result in the formation of regular habits of using the library and this practice would become permanent, for once a boy commences to make stated trips to the land of books he will in the average case do so for many years to come. It is our duty, as teachers, to help the young students to see the value of a library and to make use of all the facilities such as a library may have.

The cultivation of the habit of going regularly to the public library should be encouraged when the students are young for

many reasons. One matter that many educators seem to pass over, as something never thought of or trivial, is that of getting the young boys to form library habits in spite of the fact that men, young and old, dislike to use a public library because women work in such places and men are ashamed to acknowledge ignorance about certain functions of the library, functions that could not be known to them anyhow.

LIST OF GOOD BOOKS ON BULLETIN-BOARD

The efficient librarian will keep before the eyes of the reading public a bulletin-board telling what books are good, and, especially, what books will advance a man's economic standing. The librarian is the teacher of the great American public institution that continues the education started in public schools. Place the names of worthwhile books on a bulletin-board. This aids the library patrons to select good literature. Young folks can be induced to read certain kind of books by this reminder.

CLASS SUGGESTIONS OF TEACHER CARRIED OUT BY LIBRARIAN

Whatever suggestions teachers make to the officials of the local public library should be respected and action should be taken concerning them. The teacher is in a position where he can understand the individual child better than a librarian. The teacher recommends certain titles to his class; the library should have these books in readiness for the pupils when they want them. The teacher and librarian must co-operate in the valuable work of aiding children develop a desire to read.

many reasons. One matter that many educators seem to pass over, as something never thought of or trivial, is that of getting the young boys to form library habits in spite of the fact that men, young and old, dislike to use a public library because women work in such places and men are ashamed to acknowledge ignorance about certain functions of the library, functions that could not be known to them anyhow.

LIST OF GOOD BOOKS ON BULLETIN-BOARD

The efficient librarian will keep before the eyes of the reading public a bulletin-board telling what books are good, and, especially, what books will advance a man's economic standing. The librarian is the teacher of the great American public institution that continues the education started in public schools. Place the names of worthwhile books on a bulletin-board. This aids the library patrons to select good literature. Young folks can be induced to read certain kind of books by this reminder.

CLASS SUGGESTIONS OF TEACHER CARRIED OUT BY LIBRARIAN

Whatever suggestions teachers make to the officials of the local public library should be respected and action should be taken concerning them. The teacher is in a position where he can understand the individual child better than a librarian. The teacher recommends certain titles to his class; the library should have these books in readiness for the pupils when they want them. The teacher and librarian must co-operate in the valuable work of aiding children develop a desire to read.

CHAPTER EIGHT

SUMMARY

An attempt has been made to show that reading is a definite part of a boy's education. Good books play an important part in the growth of a young mind; the inspirational value of acknowledged works are beyond calculation. Our young folks need the stimulation that sound, wholesome reading will give to their imagination, the much-neglected faculty. Boys with a vocation in mind, because they are motor-minded, lack the ability to develop mind pictures and have much difficulty in the ordinary routine of an English classroom. We must get them away from the regular class activities; we must give them something that will nourish and soothe at the same time.

Nourishment of mind and body is of great value if taken at the proper time; otherwise, the minimum amount of good is received. The best time for a person to build up his mental and physical stamina is the time of youth and plasticity. Get the young person in the proper mood and anything can be done with him. The young trade-student can be given a proper start in life, despite the handicap of motor-mindedness, if teachers give the attention and time to the development of the habit of reading while the youth is under the jurisdiction of school authorities. Make reading a pleasure, instead of a drudgery, while the boy is in school and life will have more meaning for him when he leaves to fill his place in the world.

The school is negligent when it does not send students out into the world with an already accumulated love of good reading. What is the work of the school, if it isn't the preparation of the young charges for life activities? What activity is of greater value to

CHAPTER EIGHT

SUMMARY

An attempt has been made to show that reading is a definite part of a boy's education. Good books play an important part in the growth of a young mind; the inspirational value of acknowledged works are beyond calculation. Our young folks need the stimulation that sound, wholesome reading will give to their imagination, the much-neglected faculty. Boys with a vocation in mind, because they are motor-minded, lack the ability to develop mind pictures and have much difficulty in the ordinary routine of an English classroom. We must get them away from the regular class activities; we must give them something that will nourish and soothe at the same time.

Nourishment of mind and body is of great value if taken at the proper time; otherwise, the minimum amount of good is received. The best time for a person to build up his mental and physical stamina is the time of youth and plasticity. Get the young person in the proper mood and anything can be done with him. The young trade-student can be given a proper start in life, despite the handicap of motor-mindedness, if teachers give the attention and time to the development of the habit of reading while the youth is under the jurisdiction of school authorities. Make reading a pleasure, instead of a drudgery, while the boy is in school and life will have more meaning for him when he leaves to fill his place in the world.

The school is negligent when it does not send students out into the world with an already accumulated love of good reading. What is the work of the school, if it isn't the preparation of the young charges for life activities? What activity is of greater value to

the grown man, from an educational standpoint, than that of reading for pleasure and profit? The school should develop this capacity in its students.

The burden of accomplishing the goal of turning out reading groups of students falls upon the English teacher. He or she must be a lover of good books; he must be able to instill enthusiasm into the hearts of his class; he must be acquainted with worthwhile works of the leading writers of all times, especially the good modern authors. Novelty interests because it attracts; a new author gets our attention and interests us because he is new. Make use of this trait in the boy to develop his acquaintance with the good writers of the present day. This requires constant reading on the part of the teacher.

The teacher sends the boy to the library for the stories that appeal. The library has a definite part to play in the upbuilding of sound reading habits. It must have the books that are needed by a teacher in the arousing of enthusiasm; it must co-operate with the school in every possible way. Branch libraries could be established in the school building itself. In the main library book lists and colorful pictures should be where boys can see them without too much exertion.

The teacher, the library, the pupil, and the book are cogs in the wheel of reading progress. Books, to be read, must appeal. Do not attempt to make a boy read a classic because it is a classic; if it cannot hold the interest of the boy advise him not to read it at the present time. Show the youngsters that by attempting to master something easy at first, the difficult things will take care

the grown man, from an educational standpoint, than that of reading for pleasure and profit? The school should develop this capacity in its students.

The burden of accomplishing the goal of turning out reading groups of students falls upon the English teacher. He or she must be a lover of good books; he must be able to instill enthusiasm into the hearts of his class; he must be acquainted with worthwhile works of the leading writers of all times, especially the good modern authors. Novelty interests because it attracts; a new author gets our attention and interests us because he is new. Make use of this trait in the boy to develop his acquaintance with the good writers of the present day. This requires constant reading on the part of the teacher.

The teacher sends the boy to the library for the stories that appeal. The library has a definite part to play in the upbuilding of sound reading habits. It must have the books that are needed by a teacher in the arousing of enthusiasm; it must co-operate with the school in every possible way. Branch libraries could be established in the school building itself. In the main library book lists and colorful pictures should be where boys can see them without too much exertion.

The teacher, the library, the pupil, and the book are cogs in the wheel of reading progress. Books, to be read, must appeal. Do not attempt to make a boy read a classic because it is a classic; if it cannot hold the interest of the boy advise him not to read it at the present time. Show the youngsters that by attempting to master something easy at first, the difficult things will take care

of themselves. Step by step, book by book, one climbs to the heights of bookland pleasure.

In arousing the dormant interests of a boy in the matter of an interesting story of adventure it may be necessary to bring the book to class and put it in front of the boy. Books in a classroom are a great help in arousing an interest in reading. The atmosphere of books and reading is felt subconsciously by the pupil and a desire to try one of the well illustrated works of a famous author is felt by many boys who would otherwise never be affected by the sight of a book in a store or library. Time in class devoted to reading stories is time well-spent.

of themselves. Step by step, book by book, one climbs to the heights of booklend pleasure.

In arousing the dormant interests of a boy in the matter of an interesting story of adventure it may be necessary to bring the book to class and put it in front of the boy. Books in a classroom are a great help in arousing an interest in reading. The atmosphere of books and reading is felt subconsciously by the pupil and a desire to try one of the well illustrated works of a famous author is felt by many boys who would otherwise never be affected by the sight of a book in a store or library. Time in class devoted to reading stories is time well-spent.

APPENDIX A

INVESTIGATION OF READING HABITS - MARCH 1928

After more than six months trial, I tried to check up on the attempt to develop the habit of reading in the Lowell Vocational School to see if results were what they seemed to be. Some of the boys had been in the trade school only six months, that is, from the beginning of the school year 1927-28, while others were second year scholars. The upper class had the same treatment last school year, 1926-27, and showed good results. A set of questions was given to each boy in class at the time. He was to answer these truthfully. The questions are given below.

1. Why do you read? Is it because you are compelled to or because you like reading?

2. If you had not been compelled to read a book every two weeks would you read as much as you read at present?

3. Would you read the same kind of books?

4. What kind would you read?

5. Give the approximate number of books you have read since September.

6. Did you like to read before you came to school?

7. Do you like to read now?

8. Did you have a library card?

The answers to number four included all kinds of books by all kinds of authors. Frank Merriwell's various adventures and sporting activities were popular favorites. Western stories, detective stories, Western magazines, detective magazines, Snappy Stories, Nick Carter, Tom Swift, Horatio Alger, Dick Harkaway, Dave Porter, The Rover Boys, Zane Grey, and Buffalo Bill came in for their share of attention. Some of the boys read a few good books.

APPENDIX A

INVESTIGATION OF READING HABITS - MARCH 1928

After more than six months trial, I tried to check up on the attempt to develop the habit of reading in the Lowell Vocational School to see if results were what they seemed to be. Some of the boys had been in the trade school only six months, that is, from the beginning of the school year 1927-28, while others were second year scholars. The upper class had the same treatment last school year, 1926-27, and showed good results. A set of questions was given to each boy in class at the time. He was to answer these truthfully. The questions are given below.

1. Why do you read? Is it because you are compelled to or because you like reading?
2. If you had not been compelled to read a book every two weeks would you read as much as you read at present?
3. Would you read the same kind of books?
4. What kind would you read?
5. Give the approximate number of books you have read since September.
6. Did you like to read before you came to school?
7. Do you like to read now?
8. Did you have a library card?

The answers to number four included all kinds of books by all kinds of authors. Frank Merriwell's various adventures and sporting activities were popular favorites. Western stories, detective stories, Western magazines, detective magazines, Snappy Stories, Nick Carter, Tom Swift, Horatio Alger, Dick Merkaway, Dave Porter, The Rover Boys, Zane Grey, and Buffalo Bill came in for their

Class	Elec.1	Auto.2 Mach.2	Carp.1	Carp.2	Auto.1	Cab.1	Mach.1	Elec.2
Number of Pupils	27	22	22	25	32	12	11	10
1. Pleasure	26	19	16	24	28	11	10	9
Compulsion	1	3	6	1	4	1	1	1
2. Yes	14	9	8	11	6	4	5	3
No	13	13	14	14	26	8	6	7
3. Yes	4	5	7	5	4	3	2	2
No	23	17	15	20	28	9	9	8
5. Approximate	1079	860	640	692	732	314	364	261
Number of Books read since September								
6. Yes	18	Didn't give these questions to this class	12	7	15	8	7	7
No	9		10	18	17	4	4	3
7. Yes	27		17	24	32	12	10	10
No	0		5	1	0	0	1	0
8. Yes	5		2	2	5	2	2	2
No	22		20	23	27	10	9	8

TOTALS

Number of pupils - 161

1. Pleasure	143	Compulsion	18
2. Yes	60	No	101
3. Yes	32	No	129
5. Approximate Number			4940
6. Yes	74	No	65
7. Yes	132	No	7
8. Yes	29	No	119

Class	Elec.1	Auto.2 Mech.2	Carp.1	Carp.2	Auto.1	Cab.1	Mech.1	Elec.2
Number of Pupils	27	22	22	25	32	12	11	10
1. Pleasure	26	19	16	24	28	11	10	9
Compulsion	1	3	6	1	4	1	1	1
2. Yes	14	9	8	11	6	4	5	3
No	13	13	14	14	26	8	6	7
3. Yes	4	5	7	5	4	3	2	2
No	23	17	15	20	28	9	9	8
5. Approximate	1079	860	640	692	782	314	366	261

Number of Books read since September

6. Yes	18	Didn't give these questions to this class	12	7	15	8	7	7
No	9		10	18	17	4	4	3
7. Yes	27		17	24	32	12	10	10
No	0		5	1	0	0	1	0
8. Yes	5		2	2	5	2	2	2
No	22		20	23	27	10	9	8

<u>TOTALS</u>

Number of pupils - 161

1. Pleasure	143	Compulsion	18	
2. Yes	60	No	101	
3. Yes	32	No	129	
5. Approximate Number			4940	
6. Yes	74	No	65	
7. Yes	132	No	7	
8. Yes	29	No	119	

LIST OF AUTHORS AND BOOKS

Books by the following authors may be read. This means that any of their works, with few exceptions may be read.

Andy Adams
Frank Bullen
Joseph Conrad
James Oliver Curwood
Richard Harding Davis
Charles Dickens
Sir Arthur Conan Doyle
George Eliot
O. Henry
Jack London
Jules Verne.
Rudyard Kipling
James Fenimore Cooper
Capt. Marryatt
Herman Melville
Francis Parkman
Sir Walter Scott
Henry Shute
Albert P. Terhune
Mark Twain
Joseph Altsheler

Willa Catha--Death Comes to the Archbishop - My Antonio.

Winston Churchill---The Crossing - The Crisis - Richard Carvel

Ralph Connors---The Man from Glengarry - Glengarry School Days The Doctor - Corporal Cameron of the Canadian Northwest Mounted

Alexandre Dumas--The Three Musketeers - The Count of Monte Cristo

Edward Eggleston--The Hoosier Schoolboy - The Hoosier Schoolmaster

John Fox, Jr.--Trail of the Lonesome Pine - Little Shepherd of Kingdom Come.

Edward E. Hale--The Man Without a County.

Anthony Hope--The Prisoner of Zenda.

Emerson Hough--The Covered Wagon - The Story of the Cowboy.

Owen Johnson--Stover at Yale--The Varmint--The Tennessee Shad

Helen Keller--The Story of My Life.

George B. McCutcheon--Brewster's Millions.

LIST OF AUTHORS AND BOOKS

Books by the following authors may be read. This means that any of their works, with few exceptions may be read.

Andy Adams	Rudyard Kipling
Frank Bullen	James Fenimore Cooper
Joseph Conrad	Capt. Marryatt
James Oliver Curwood	Herman Melville
Richard Harding Davis	Francis Parkman
Charles Dickens	Sir Walter Scott
Sir Arthur Conan Doyle	Henry Shute
George Eliot	Albert P. Terhune
O. Henry	Mark Twain
Jack London	Joseph Altsheler

Jules Verne.

Willa Cathe--Death Comes to the Archbishop - My Antonia.

Winston Churchill---The Crossing - The Crisis - Richard Carvel

Ralph Connors---The Man from Glengarry - Glengarry School Days

The Doctor - Corporal Cameron of the Canadian Northwest Mounted

Alexandre Dumas--The Three Musketeers - The Count of Monte Cristo

Edward Eggleston--The Hoosier Schoolboy - The Hoosier Schoolmaster

John Fox, Jr.--Trail of the Lonesome Pine - Little Shepherd of Kingdom Come.

Edward E. Hale--The Man Without a Country.

Anthony Hope--The Prisoner of Zenda.

Emerson Hough--The Covered Wagon - The Story of the Cowboy.

Owen Johnson--Stover at Yale--The Varmint--The Tennessee Shad

Helen Keller--The Story of My Life.

George B. McCutcheon--Brewster's Millions.

Charles Major--When Knighthood Was in Flower.

Marie Conway Oemler--Slippy McGee - The Purple Heights.

Ouida--The Dog of Flanders.

Channing Pollock--The Fool

Jane Porter--Scottish Chiefs

Gene Stratton Porter--Freckles - Laddie.

Rafael Sabatini--Scaramouche - Capt. Blood - The Sea Hawk.

Henri Sienkiewicz--Quo Vadis - With Fire and Sword

Ernest Seton-Thompson--Wild Animals I Have Known - Wild Animals at Home.

Johanna Spyri--Heidi.

Booth Tarkington--Penrod - Penrod and Sam - The Magnificent Ambersons - Monsieur Beaucaire - The Gentleman from Indiana - Seventeen.

Lew Wallace--Ben Hur

Stewart Edward White--The Blazed Trail

Kate Douglas Wiggin--Rebecca of Sunnybrook Farm - Mother Carey's Chickens.

Louisa May Alcott--Little Men - Little Women.

Joel Chandler Harris--Uncle Remus.

Owen Wister--The Virginian

P. C. Wren--Beau Geste - Beau Sabreur

James Boyd--March On - Drums.

Helen Hunt Jackson--Ramona

Cornelia Meigs--Trade Wind

Robert Louis Stevenson--Treasure Island - Kidnapped - Dr. Jekyl and Mr. Hyde - Master of Ballantrae - Child's Garden of Verse - The Wrecker.

Charles Major--When Knighthood Was in Flower.

Marie Conway Oemler--Slippy McGee - The Purple Heights.

Ouida--The Dog of Flanders.

Channing Pollock--The Pool

Jane Porter--Scottish Chiefs

Gene Stratton Porter--Freckles - Laddie.

Rafael Sabatini--Scaramouche - Capt. Blood - The Sea Hawk.

Henri Sienkiewicz--Quo Vadis - With Fire and Sword

Ernest Seton-Thompson--Wild Animals I Have Known - Wild Animals at Home.

Johanna Spyri--Heidi.

Booth Tarkington--Penrod - Penrod and Sam - The Magnificent Ambersons - Monsieur Beaucaire - The Gentleman from Indiana - Seventeen.

Lew Wallace--Ben Hur

Stewart Edward White--The Blazed Trail

Kate Douglas Wiggin--Rebecca of Sunnybrook Farm - Mother Carey's Chickens.

Louisa May Alcott--Little Men - Little Women.

Joel Chandler Harris--Uncle Remus.

Owen Wister--The Virginian

P. O. Wren--Beau Geste - Beau Sabreur

James Boyd--March On - Drums.

Helen Hunt Jackson--Ramona

Cornelia Meigs--Trade Wind

Robert Louis Stevenson--Treasure Island - Kidnapped - Dr. Jekyl and Mr. Hyde - Master of Ballantrae - Child's Garden of Verse - The Wrecker.

Daniel Defoe--Robinson Crusoe

Jacob Wyss--Swiss Family Robinson

John Bennett--Master Skylark

Thomas B. Aldrich--The Story of a Bad Boy - The Little Old Town by the Sea

Howard Pyle--Men of Iron - Robin Hood

Helen Nicolay--Boy's Life of Lincoln

Cy Warman--Story of the Railroad

C. H. Shinn--Story of the Mine

G. B. Grinnell--Story of the Indian

G. A. Forsythe--Story of the Soldier

A. C. Laut--Story of the Trapper

R. Hitchcock--Story of the Explorer

C. H. L. Johnston--Famous Scouts - Famous Cavalry Leaders

Frederick Ruzton---In the Old West

George Saunders---Trail Drivers of Texas

Stanley Vestal--Kit Carson

John G. Neihardt--The Song of Hugh Glass - The Song of the Indian Wars - Indian Tales.

Daniel Defoe--Robinson Crusoe

Jacob Wyss--Swiss Family Robinson

John Bennett--Master Skylark

Thomas B. Aldrich--The Story of a Bad Boy - The Little Old Town by the Sea

Howard Pyle--Men of Iron - Robin Hood

Helen Nicolay--Boy's Life of Lincoln

Cy Warman--Story of the Railroad

C. H. Shinn--Story of the Mine

G. B. Grinnell--Story of the Indian

G. A. Forsythe--Story of the Soldier

A. C. Laut--Story of the Trapper

R. Hitchcock--Story of the Explorer

C. H. L. Johnston--Famous Scouts - Famous Cavalry Leaders

Frederick Ruxton---In the Old West

George Saunders---Trail Drivers of Texas

Stanley Vestal--Kit Carson

John G. Neihardt--The Song of Hugh Glass - The Song of the Indian Wars - Indian Tales.

INVESTIGATION OF READING INFLUENCES FOR A PERIOD OF SIX WEEKS

FIRST YEAR CARPENTRY CLASS

CLASS

* Trade Winds (4)
* Story of a Bad Boy (2)
* Real Diary of a Real Boy
* Treasure Island
* Tom Sawyer
* Hans Brinker
* Two Years Before the Mast
* Heidi
* George Washington
* Lord Jim
* The Call of the Wild
* The Virginian

PUBLIC LIBRARY

* Swiss Family Robinson
* Heart of a Dog
* Call of the Wild
* Men of Iron
* Riflemen of the Ohio
Hold 'Em Navy
Hold 'Em Mayfield
Prep Scraps
Junior Trophy
Captain Chap
Tiger's Claw
Daffodil Murder
Moni, the Goat Boy
Danger
Tom, the Wood Carver
Forest of Swords
* King Arthur
Forest Ranger
Tarzan of the Apes
Forest Runner
Way to Burney Mts.
Red Crow's Brother
Heart of a Mojave
Ranch of the Beaver
Quest of the Sea Otter
Young Trailer
History of Logging
Scouts of the Valley
Men Who Have Risen

SCHOOL LIBRARY

* White Fang (3)
*Tom Sawyer
* The Tennessee Shad
* Hans Brinker (3)
* Life of Lincoln
* Three Musketeers
* Huck Finn
* Arrow of Gold (2)
* Black Lion Inn
* Twixt Land and Sea
* The Virginian
* Robinson Crusoe
* Heidi
* Harper's Outdoor Book
* Artemus Ward

FRIEND

D.Merriwell's Return (3)
Boy Scouts in a Submarine
D. Merriwell's Pranks
F. Merriwell's Air Voyage
Master of Deviltry
Hunter of Men
D.Merriwell's Home Run
D." Resource
F." Ranch
F." In Peru
Scouts of the Valley
Stairs of Sand
Tod Hale in Camp
War Chief
Medicine Buffalo

OTHER SOURCES

Les Pirates de la Mer Rouge
Une Visité au Pays du Diable
Le Caravan de la Mort
Une Maison Mysterieuse à Stamboul
Nord Contre Sud
(All from a Catalogue)

CLASSMATES

* Log of a Cowboy
* Trade Wind
* Cop,Chief of Police Dogs
* Riflemen of the Ohio
Keeping His Course
D.Merriwell's Tussle
" Aero Dash
" Bicycle Tour
Son of the Navahoes
Reardon Rah! (2)
Shogun's Daughter

Home

* Robinson Crusoe
* Heidi
* Robin Hood
Manassa Mauler
Flying Teuton
Anderson's Tales
* Turmoil
Buffalo Bill
Dick Harkaway
Old Homestead
Boy Troopers on Duty
Swiss Family Robinson
River Pirate
* Captains Courageous
B.Scouts in California
Brave and Bold
Seek and Find
Tom Taylor at W.Point
The Backwoods Boy
Young Outlaw
Abbé Pierre
* Treasure Island
* Richard Carvel
Lonely House

TOTALS

Class 16 books - School Library 21 books - Classmates 12 books.

Public Library 29 books - Friend 17 books - Home 24 books - Other Sources 5.

INVESTIGATION OF READING INFLUENCES FOR A PERIOD OF SIX WEEKS

FIRST YEAR CARPENTRY CLASS

CLASS	SCHOOL LIBRARY	CLASSMATES
* Trade Winds (4)	* White Fang (3)	* Log of a Cowboy
* Story of a Bad Boy (2)	*Tom Sawyer	* Trade Wind
* Real Diary of a Real Boy	* The Tennesee Shad	* Cop,Chief of Police
* Treasure Island	* Hans Brinker (3)	Dogs
* Tom Sawyer	* Life of Lincoln	* Riflemen of the Ohio
* Hans Brinker	* Three Musketeers	Keeping His Course
* Two Years Before the Mast	* Huck Finn	D.Merriwell's Tussle
* Heidi	* Arrow of Gold (2)	" Aero Dash
* George Washington	* Black Lion Inn	" Bicycle Tour
* Lord Jim	* Twixt Land and Sea	Son of the Navahoes
* The Call of the Wild	* The Virginian	Bearcon Ran! (2)
* The Virginian	* Robinson Crusoe	Shogun's Daughter
	* Heidi	
PUBLIC LIBRARY	* Harper's Outdoor Book	
	* Artemus Ward	
* Swiss Family Robinson		
* Heart of a Dog	FRIEND	Home
* Call of the Wild	D.Merriwell's Return (3)	* Robinson Crusoe
* Men of Iron	Boy Scouts in a Submarine	* Heidi
* Riflemen of the Ohio	D. Merriwell's Pranks	* Robin Hood
Hold 'Em Navy	E. Merriwell's Air Voyage	Manzeas Mauler
Hold 'Em Mayfield	Master of Devilfry	Flying Teuton
Prep Scrape	Hunter of Men	Anderson's Tales
Junior Trophy	D.Merriwell's Home Run	* Turmoil
Captain Chap	D." Resource	Buffalo Bill
Tiger's Claw	P." Ranch	Dick Harkaway
Daffodil Murder	P." In Peru	Old Homestead
Moni, the Goat Boy	Scouts of the Valley	Boy Troopers on Duty
Danger	Stairs of Sand	Swiss Family Robinson
Tom, the Wood Carver	Tod Hale in Camp	River Pirate
Forest of Swords	War Chief	* Captains Courageous
* King Arthur	Medicine Buffalo	B.Scouts in Cali-
Forest Ranger		fornia
Tarzan of the Apes	OTHER SOURCES	Brave and Bold
Forest Runner		Seek and Find
Way to Burney Mts.	Les Pirates de la Mer	Tom Taylor at W.Point
Red Crow's Brother	Rouge	The Backwoods Boy
Heart of a Mojave	Une Visite au Pays du	Young Outlaw
Ramon of the Beaver	Diable	Abbé Pierre
Quest of the Sea Otter	Le Caravan de la Mort	* Treasure Island
Young Trailer	Une Maison Mysterieuse	* Richard Carvel
History of Logging	à Stamboul	Lonely Horse
Scouts of the Valley	Nord Contre Sud	
Men Who Have Risen	(All from a Catalogue)	

TOTALS

Class 16 books - School Library 21 books - Classmates 12 books.

Public Library 29 books - Friend 17 books - Home 24 books - Other

FIRST YEAR MACHINE CLASS

CLASS

*Brewster's Millions
*Covered Wagon
*Story of a Bad Boy
*Trade Wind
*Blazed Trail

PUBLIC LIBRARY

*Robin Hood

OTHER SOURCES

*Hopalong Cassidy Returns
(Liked Author)

HOME

3rd Base Fletcher
Brave Boy Hunters
Rover Boys
2nd Base Sloane
*Arabian Nights
*Andersen's Fairy Tales
*Freckles
Poems Teachers Ask For.

SCHOOL LIBRARY

*White Fang
*Dog of Flanders
*Gulliver's Travels
*Tom Sawyer
*Man Without a Country
*Dr. Doolittle
*Glangarry School Days
*Huck Finn
*Hoosier Schoolboy
*Count of Monte Cristo
*Puddin'head Wilson

FRIENDS

High Grader
Man to Man
*Penrod and Sam
Tarzan, the Untamed
Tarzan, the Terrible
Tarzan of the Apes
Two Boy Brokers of Wall Street
Blow of a Hammer

CLASSMATES

*20000 Leagues Under the Sea
*Huck Finn
*Hopalong Cassidy
*Sea Wolf
*Brewster's Millions
*White Fang

TOTALS

Class 5 books-School Library 12 books-Friends 8 books-Home 8 books Public Library 1 book-Other Sources 1 book-Classmates 6 books.

SECOND YEAR ELECTRICAL CLASS

CLASS

Secrets in Baseball
*20000 Leagues Under the Sea
Richard Carvel
*Electrical Book(3)
*Napoleon
*Fundamentals of House Wiring
*Les Miserables
*Cuba in War Times

OTHER SOURCES

Three Days of Terror

SCHOOL LIBRARY

*20000 Leagues Under the Sea
*White Fang
*Sea Wolf

PUBLIC LIBRARY

Athletics and Football
Who Won the World War?
Fundamentals in Science

HOME

U.S.Navy Boys
Red Knights of Germany
Balloon Buster of Arizona
Beau Sabreur
Hidden Trail
My Little Pal, Ronny
Experience in Baseball
Wings
Hidden Trail

FRIEND

When the World Dreamed
The Demon
One Minute to Play

CLASSMATES

*Monte Cristo
*3 Musketeers
*Beau Sabreur
*Log of a Cowboy

TOTALS

Class 10 - School Library 3 - Home 9 - Friend 3 - Public Library 4 Classmates 4 - Other Sources 1.

FIRST YEAR MACHINE CLASS

CLASS	SCHOOL LIBRARY	FRIENDS
*Brewster's Millions	*White Fang	High Grader
*Covered Wagon	*Dog of Flanders	Man to Man
*Story of a Bad Boy	*Gulliver's Travels	*Penrod and Sam
*Trade Wind	*Tom Sawyer	Tarzan, the Untamed
*Blazed Trail	*Man Without a Country	Tarzan, the Terrible
	*Dr. Doolittle	Tarzan of the Apes
PUBLIC LIBRARY	*Glengarry School Days	Two Boy Brokers of Wall Street
*Robin Hood	*Huck Finn	Blow of a Hammer
	*Hoosier Schoolboy	
OTHER SOURCES	*Count of Monte Cristo	CLASSMATES
*Hopalong Cassidy Returns (Mixed Author)	*Paddin'head Wilson	*20000 Leagues Under the Sea
		*Huck Finn
HOME		*Hopalong Cassidy
3rd Base Fletcher		*Sea Wolf
Brave Boy Hunters		*Brewster's Millions
Rover Boys		*White Fang
2nd Base Sloane		
*Arabian Nights		
*Andersen's Fairy Tales		
*Treckles		
Poems Teachers Ask For.		

TOTALS

Class 5 books-School Library 12 books-Friends 8 books-Home 8 books Public Library 1 book-Other Sources 1 book-Classmates 6 books.

SECOND YEAR ELECTRICAL CLASS

CLASS	SCHOOL LIBRARY	HOME	FRIEND
Secrets in Baseball	*20000 Leagues Under the Sea	U.S. Navy Boys	When the World
*20000 Leagues Under the Sea	*White Fang	Red Knights of Germany	Dreamed
Richard Carvel	*Sea Wolf	Balloon Buster	The Demon
*Electrical Book(3)		of Arizona	One Minute to Play
*Napoleon	PUBLIC LIBRARY	Bean Saybrey	
*Fundamentals of House Wiring	Athletics and Football	Hidden Trail	CLASSMATES
*Les Miserables	Who Won the World War?	My Little Pal, Romy	*Monte Cristo
*Cuba in War Times	Fundamentals in Science	Experience in Baseball	*3 Musketeers
		Wings	*Bean Saybrey
OTHER SOURCES		Hidden Trail	*Log of a Cow-boy
Three Days of Terror			

TOTALS

Class 10 - School Library 3 - Home 9 - Friend 3 - Public Library 4 Classmates 4 - Other Sources 1.

SECOND YEAR CARPENTRY AND CABINET MAKING CLASS

CLASS
*Complete Woodworker
*Modern Carpentry
*Cedar Chests
*Shorter Course in Woodworking
*Hand Projects
*How to Work with Tools and Wood
*Wood Finishing (4)
*Veneering
*Carpentry
*Jobbing Work for the Carpenter
*Carpentry and Joinery
*Use of Steel Square
*Wood Turning (2)
*Problems in Artistic Woodworking
*Wood Carving
*Inlaid Cabinet Work
*Artistic Wood Turning
*Mission Furniture
*Carpentry for Beginners
*Extraordinary Twins
*Capt.Blood
*Scaramouche
*Ivanhoe
*20000 Leagues Under the Sea (2)
*Hans Brinker
*Dr. Doolittle
*Life of Dickens
*Dog of Flanders
*Huck Finn
*Real Diary of a Real Boy (2)
*Robinson Crusoe
*Slippy McGee
*Log of a Cowboy (3)
*American Claimant
*Blazed Trail
*Ramona
*White Fang
*Brewster's Millions
*Brite and Fair
*Arrow of Gold
*The Outlet

Young Forester
West of Dodge
Forlorn River
Call of the Wild (2)
Covered Wagon
Beau Sabreur

SCHOOL LIBRARY
*Just So Stories
*Huck Finn
*Extraordinary Twins
*Enchanted Mill
*20000 Leagues Under the Sea
*Trade Wind
*Dog of Flanders
*Life of Lincoln
*Tom Sawyer
*Treasure Island
*Tale of Two Cities
*White Fang
*Parliamentary Law
*Mirror of the Sea
*Boots of the Holly Tree Inn
*Complete Woodworker

CLASSMATES
*Sherlock Holmes
*Carpentry for Beginners
*Four Million
Young Forester
Return of Tarzan
*The Orphan
Cop
*Oregon Trail
*Hans Brinker
*Beau Geste
*We
Wagon Wheel

FRIEND
Tarzan and the Golden Lion
Tarzan and the Ant Men
" Return
Algers
Nick Carters
Bush Rangers
*Steel of R. Mounted
Tarzan of the Apes
Tarzan Jungle Tales
*Snow Patrol
*The Orphan
*Trail of the Lonesome Pine
Tarzan the Untamed
Woman in 919

- OTHER SOURCES
- River's End
- Motor Boats & Boat
-Motors
Vanishing American
Moby Dick
Ben Hur
Lady of the Lake
Sequel

PUBLIC LIBRARY
Carol of Highland Camp
Get 'Em Mayfield
Keeping the Course
Dave Porter's Return to Porter Hall
With the French Flying Corps
Fighting the Flying Circus
Piloting the U.S.Mail
Official Aero Blue Book
Aviation Year Book
World's Wings
Novel Aeronautics
Flying for France
Knights of the Air
Book of the Aeroplane
Cop, Chief of Police Dogs
*White Fang
*Ancient Highway
Border Legion
Cottonwood Gulch
Reardon Rah!
Shasta of the Wolves
Silver Sheene
*Elementary Woodworking
Pageant of America
*The Outlet
Cattle Brands
Which College
Somewhere in France
Brethren of the Battle Ax
*We
Wild Horses
Emerald Buddha
Quietness of Dick
Stand by the Union
A Fool and His Money

HOME
Within the Law
Pep--Bellamy Murder Trial
Woodwork--Casey Ryan
Tinkering with Tools
Lost Battalion
Nevada
Green Murder Mystery
Mosses from an Old Manse
Traffic in Souls
Dave Porter & His Double
Mayfair
*Robinson Crusoe
Sube Cane
To the Last Man
*Treasure Island
Modern Art

SECOND YEAR CARPENTRY AND CABINET MAKING CLASS

CLASS	SCHOOL LIBRARY	PUBLIC LIBRARY
*Complete Woodworker	*Just So Stories	Patrol of Highland Camp
*Modern Carpentry	*Huck Finn	Get 'Em Mayfield
*Cedar Chests	*Extraordinary Twins	Keeping the Course
*Shorter Course in Woodworking	*Enchanted Mill	Dave Porter's Return to Porter Hall
*Hand Projects	*20000 Leagues Under the Sea	With the French Flying Corps
*How to Work with Tools and Wood	*Trade Wind	Fighting the Flying Circus
*Wood Finishing (4)	*Dog of Flanders	Piloting the U.S.Mail
*Veneering	*Life of Lincoln	Official Aero Blue Book
*Carpentry	*Tom Sawyer	Aviation Year Book
*Jobbing Work for the Carpenter	*Treasure Island	World's Wings
*Carpentry and Joinery	*Tale of Two Cities	Novel Aeronautics
*Use of Steel Square	*White Fang	Flying for France
*Wood Turning (2)	*Parliamentary Law	Knights of the Air
*Problems in Artistic Woodworking	*Mirror of the Sea	Book of the Aeroplane
*Wood Carving	*Boots of the Holly Tree Inn	Cop, Chief of Police Dogs
*Inlaid Cabinet Work	*Complete Woodworker	*White Fang
*Artistic Wood Turning	CLASSMATES	*Ancient Highway
*Mission Furniture	*Sherlock Holmes	Border Legion
*Carpentry for Beginners	*Carpentry for Beginners	Cottonwood Gulch
*Extraordinary Twins	*Four Million	Reardon Rab!
*Capt.Blood	Young Forester	Shasta of the Wolves
*Scaramouche	*The Orphan	Silver Sheene
*Ivanhoe	Cop	*Elementary Woodworking
*20000 Leagues Under the Sea (2)	*Oregon Trail	Pageant of America
*Hans Brinker	*Hans Brinker	*The Outlet
*Dr. Doolittle	*Bean Geese	Cattle Brands
*Life of Dickens	*We	Which College
*Dog of Flanders	Wagon Wheel	Somewhere in France
*Huck Finn		Brethren of the Battle Ax
*Real Diary of a Real Boy (2)	FRIEND	*We
*Robinson Crusoe	Tarzan and the Golden Lion	Wild Horses
*Slippy McGee	Tarzan and the Ant Men	Emerald Buddha
*Log of a Cowboy (2)	" Return	Quietness of Dick
*American Claimant	Algere	Stand by the Union
*Blazed Trail	Nick Carters	A Fool and His Money
*Ramona	Bush Rangers	
*White Fang	*Steel of R. Mounted	HOME
*Brewster's Millions	Tarzan of the Apes	Within the Law
*Brite and Fair	Tarzan Jungle Tales	Tep--Bellamy Murder Trial
*Arrow of Gold	*Snow Patrol	Woodwork--Casey Ryan
*The Outlet	*The Orphan	Tinkering with Tools
	*Trail of the Lonesome Pine	Lost Battalion
	Tarzan the Untamed	Nevada
	Woman in 313	Green Murder Mystery
	- OTHER SOURCES	Moose from an Old Manse
	- River's End	Traffic in Souls
	- Motor Boats & Boat-Motors	Dave Porter & His Double
		Mayfair
		*Robinson Crusoe
	Vanishing American	Sube Cane
	Moby Dick	To the Last Man
	Ben Hur	*Treasure Island
	Lady of the Lake	Modern Art

TOTALS

Class 49 books - School Library 17 Books - Public Library 35 Books - Classmates 12 books; Friend 14 Books - Home 17 Books - Other Sources 15 Books

FIRST YEAR AUTOMOBILE CLASS

CLASS
*Artemus Ward
*Little Men (2)
*White Fang (3)
*Log of a Cow Boy (5)
*Sleepy Hollow
*Man Without a Country
*Just So Stories
*Prisoner of Zenda
*Pickwick Papers (2)
*Arctic Prairies
*Puddin' Head Wilson
*Real Diary of a Real Boy
*Gasoline Engine
*Oregon Trail
*Country Beyond
*Robinson Crusoe
*Cattle Brands
*The Story of a Bad Boy
*The Virginian
*Harper's Outdoor Book for Boys
*Sea Hawk
*Don Quixote

FRIEND
*Hans Brinker
Black Cloak
Laddie
Jack, a Real Dog
Friend
Brite and Fair
Man of the Forest
Dave Porter and His Classmates
F. Armstrong at College
Dare Boys After B. Arnold
Farming It.
Airplane Mech. Book
*We
*20,000 Leagues Under the Sea
*Robinson Crusoe
*Merchant of Venice

CLASSMATES
*Tales of Unrest
*White Fang
*Dr. Doolittle

SCHOOL LIBRARY
*Ford Car (4)
*Napoleon
*John Paul Jones
*Captains Courageous (2)
*Handy Auto. Book
*White Fang (5)
*Three Musketeers
*20,000 Leagues Under the Sea
*Auto Ignition System
*Ben Hur
*Dr. Doolittle (3)
*Tales of the Fish Patrol
*Gasolene and Kerosene Carburetors
*Dog of Flanders (2)
*Main Travelled Roads
*Trade Wind (2)
*Mississippi Steamboating
*Tom Cringle's Log
*Soldier of Fortune
*Froissart's Chronicles
*The Varmint
*Penrod
*Auto Electricity
*Hans Brinker
*Uttermost Farthing
*Roughing It
*Black Lion Inn
*Glengarry School Days
*Heidi
*Two Years Before the Mast
*Treasure Island
*Man Without a Country
*Heroes of Aviation

Other Sources
Michael O'Halloran
*We -- Newspaper
Sea Hawk (Mov. Pict.)
M. Strogoff " "
*Treasure Island
*Man Without a Country

PUBLIC LIBRARY
Fighting 'Em Big Three
Jimmy Mays in Fighting Line
Texas Matchmaker
Cat's Eye
*Gasoline Automobiles
Trail of Fear
Young Trailers
*Last of the Chiefs
Riders of the Purple Sage
Young Forester
Bucky O'Connor
*Ford Car
Purple Pennant
*Automotive Electricity
How to Learn Portuguese without a Teacher
Spanish in 50 Lessons
Morrow's Word Finder
Neglected Clue
Burma Chang
Bellarion
Purple Limited
Leninster of Blue Dome
Human Drift
How to Play Baseball
A Virginia Cavalier
*Life of Washington
Finkler's Field
*Auto. Lighting and Ignition Systems (2)
*Auto. Upkeep and Repair
Gold Seeking on the Dalton Trail
Boy Whaleman
White Mice
*The Outlet
Border Legion
Baseball Joe in the W. Series
Sioux Runner
Relief Pitcher

TOTALS

Class 49 books - School Library 17 Books - Public Library 35 Books -
Classmates 12 books; Friend 14 Books - Home 17 Books - Other Sources 15 Books

FIRST YEAR AUTOMOBILE CLASS

CLASS	SCHOOL LIBRARY	PUBLIC LIBRARY
*Artemus Ward	*Ford Car (4)	Fighting 'Em Big Three
*Little Men (2)	*Napoleon	Jimmy Mays in Fight-
*White Fang (3)	*John Paul Jones	ing Line
*Log of a Cow Boy (5)	*Captains Courageous (2)	Texas Matchmaker
*Sleepy Hollow	*Handy Auto. Book	Gat's Eye
*Man Without a Country	*White Fang (5)	*Gasoline Automobiles
*Jest So Stories	*Three Musketeers	Trail of Fear
*Prisoner of Zenda	*20,000 Leagues Under	Young Trailers
*Pickwick Papers (2)	the Sea	*Last of the Chiefs
*Arctic Prairies	*Auto Ignition System	Riders of the Purple
*Puddin' Head Wilson	*Ben Hur	Sage
*Real Diary of a Real Boy	*Dr. Doolittle (3)	Young Forester
*Gasoline Engine	*Tales of the Plain	Bucky O'Connor
*Oregon Trail	Patrol	*Ford Car
*Country Beyond	*Gasolene and Kerosene	Purple Pennant
*Robinson Crusoe	Carburetors	*Automotive Electricity
*Cattle Brands	*Dog of Flanders (2)	How to Learn Portu-
*The Story of a Bad Boy	*Main Traveled Roads	guese without a Teacher
*The Virginian	*Trade Wind (2)	Spanish in 30 Lessons
*Harper's Outdoor	*Mississippi Steamboating	Morrow's Word Finder
Book for Boys	*Tom Cringle's Log	Negligee Cloe
*Sea Hawk	*Soldier of Fortune	Burma Chang
*Don Quixote	*Froissart's Chronicles	Bellarion
	*The Varmint	Purple Limited
FRIEND	*Pentod	Lemmaster of Blue Dome
*Hans Brinker	*Auto Electricity	Human Drift
Black Cloak	*Hans Brinker	How to Play Baseball
Laddie	*Uttermost Parting	A Virginia Cavalier
Jack, a Real Dog	*Rongbing It	*Life of Washington
Friend	*Black Lion Inn	Winkler's Field
Brite and Fair	*Glengarry School Days	*Auto. Lighting and
Man of the Forest	*Heidi	Ignition Systems (2)
Dave Porter and	*Two Years Before the	*Auto. Upkeep and Repair
His Classmates	Mast	Gold Seeking on the
F. Armstrong at College	*Treasure Island	Dalton Trail
Dare Boys After	*Man Without a Country	Boy Whalesman
B. Arnold	*Heroes of Aviation	White Mice
Farming It.		*The Outlet
Airplane Mech. Book	Other Sources	Border Legion
*We	Michael O'Halloran	Baseball Joe in the
*20,000 Leagues Under the Sea (Moving Picture)		W. Series
*Robinson Crusoe	*We -- Newspaper	Sioux Runner
*Merchant of Venice	Sea Hawk (Mov. Plot.)	Relief Pitcher
	K. Strogoff " "	
CLASSMATES	*Treasure Island	
*Tales of Unrest	*Man Without a Country	
*White Fang		
*Dr. Doolittle		

HOME 10 Boys reported these books from home.

*Call of the Wild
*Robinson Crusoe
*We
Dick Merriwell
Night Cry
Old Clothes
Villainous Scheme
Motor Boat Boys
Only an Irish Boy
Baseball Joe
Phantom Alibi
Future War in Air
*Lady of the Lake
A Rock in the Baltic
Phoroso
Wrecks and Wreckers
Following the Ball
Rim O' the World
Light Beyond
*Ford Manual
*Penrod and Sam
Tom Swift
Nick Carter
Ted Strong
Wireless Boys

TOTALS

Class 30 books-School Library 45 Books-Public Library 39 books
Home 25 books-Friend 16 books-Classmates 3 books-Others 6 books.

FIRST YEAR CABINET-MAKING CLASS

CLASS

*Story of a Bad Boy (3)
*Manual of Woodworking(3)
*Wood Finishing (2)
*Log of a Cowboy(2)
*Najib (2)
*The Virginian
*White Fang
*Cedar Chests
*Treasure Island
*Real Diary of a Real Boy (2)

CLASSMATES

*Robinson Crusoe (2)
*Mr. Pratt
*Reed Anthony
*White Fang
*Call of the Wild
*Man Without a Country
*Huck Finn
*Tom Sawyer
Treasure
*Trade Wind

SCHOOL LIBRARY

*Dog of Flanders(3)
*Real Diary of a Real Boy (2)
*Oliver Twist
*Trade Wind
*Capt. Macklin
*Childhood and Youth of Charles Dickens
*Arrow of Gold
*Puddin' Head Wilson
*Life of Lincoln
*Hidden Heroes of Rockies
*White Fang
*Huck Finn
*Tom Sawyer
*Heidi

HOME

Lakewood Boys on Lazy S
*Robin Hood
*Robinson Crusoe
Bound to Rise
Ruston Boys in the Saddle
Magic Made Easy
Napoleon Bonaparte
Swept out to Sea
Radio Boys Trailing a Voice
Dixie Flyer
Stairs of Sand
*Heidi

PUBLIC LIBRARY

War Chief
Jim Mason and His Rangers
Man from Montana
Bar 20 Rides Again
West of Dodge
Man from Painted Post
*Hopalong Cassidy Returns
Cottonwood Gulch
Dorset's Twister
Sir Francis
About Rabbits
Camp and Trails
Desert Gold
Black Butte
*Call of the Wild
*Robinson Crusoe
*Sea Hawk
*Cop
Spy in Black

FRIEND

Warning from the Sky

OTHER SOURCES

*Call of the Wild (Reading Over)
Tangled Trails
Bucky O'Connor (Liked Author)

TOTALS

Class 18 books-School Library 17 books-Public Library 19 books
Classmates 11 books-Home 12 books-Friend 1 book-Others 3 books

HOME — 10 Boys reported these books from home.

*Call of the Wild
*Robinson Crusoe
*We
Dick Merriwell
Night Sky
Old Clothes
Villainous Scheme
Motor Boat Boys
Only an Irish Boy

Baseball Joe
Phantom Alibi
Future War in Air
*Lady of the Lake
A Rock in the Baltic
Thoreau
Wrecks and Wreckers
Following the Ball

Rim O' the World
Light Beyond
*Ford Manual
*Penrod and Sam
Tom Swift
Nick Carter
Ted Strong
Wireless Boys

TOTALS

Class 30 books-School Library 45 Books-Public Library 35 books
Home 25 books-Friend 16 books-Classmates 8 books-Others 6 books.

FIRST YEAR CABINET-MAKING CLASS

CLASS	SCHOOL LIBRARY	PUBLIC LIBRARY
*Story of a Bad Boy (3)	*Dog of Flanders(3)	War Chief
*Manual of Woodworking(3)	*Real Diary of a Real Boy (2)	Jim Mason and His Rangers
*Wood Finishing (2)	*Oliver Twist	Man from Montana
*Dog of a Cowboy(2)	*Trade Wind	Bar 20 Rides Again
*Math (2)	*Capt. Macklin	West of Dodge
*The Virginian	*Childhood and Youth	Man from Painted Post
*White Fang	of Charles Dickens	*Hopalong Cassidy Returns
*Cedar Chests	*Arrow of Gold	Cottonwood Gulch
*Treasure Island	*Paddin' Head Wilson	Dorset's Twister
*Real Diary of a Real Boy (2)	*Life of Lincoln	Sir Francis
	*Hidden Heroes of Rookies	About Rabbits
	*White Fang	Camp and Trails
	*Huck Finn	Desert Gold
	*Tom Sawyer	Black Butte
	*Heidi	*Call of the Wild
		*Robinson Crusoe
		*Sea Hawk
		*Cop

CLASSMATES	HOME	
*Robinson Crusoe (2)	Lakewood Boys on	Spy in Black
*Mr. Pratt	Lazy S	
*Reed Anthony	*Robin Hood	
*White Fang	*Robinson Crusoe	FRIEND
*Call of the Wild	Bound to Rise	Warning from the Sky
*Man Without a Country	Riston Boys in the Saddle	
*Huck Finn	Magic Made Easy	
*Tom Sawyer	Napoleon Bonaparte	
Treasure	Swept out to Sea	OTHER SOURCES
*Trade Wind	Radio Boys Trailing a Voice	
	Dixie Flyer	*Call of the Wild
	Stairs of Sand	(Reading Over)
	*Heidi	Tangled Trails
		Bucky O'Connor
		(Liked Author)

TOTALS

Class 18 books-School Library 17 books-Public Library 19 books
Classmates 11 books-Home 12 books-Friend 1 book-Others 3 books

SECOND YEAR MACHINE AND AUTOMOBILE CLASS

CLASS

*5 Weeks in a Balloon(2)
*20,000 Leagues under the Sea (2)
*Life of Franklin
*With the French
*With the Allies
*Capt. Macklin
*Treasure Island
*Real Diary of a Real Boy (3)
*Automotive Repair
*Famous Scouts
*Living Wage
*Tom Cringle's Log
*Automotive Essentials(2)
*Call of the Wild (2)
*Count of Monte Cristo(2)
*Thankful Blossom (2)
D.Boone in Wilderness
*Hans Brinker (2)
*Effects of Immigration on United States
*Man Without a Country(6)
*Dr. Doolittle
*Puddin'head Wilson
*Roughing It
*Trader Horn
Heidi
*Automobile Repairman's Helper
*Automobile Troubles
*Automobiles
*Huck Finn (2)
*Tom Sawyer (2)
*Story of a Bad Boy (2)
The Whalers
*Starting, Lighting and Ignition (2)
*Wooden Ships and Iron Men
*Engine and Chassis Lubrication
*Automobile Engines
*New Ford Book (2)
*Automotive Trade Training
*Dog of Flanders
*Robinson Crusoe
*Moby Dick
*Machine Practice
*Operation of Machine Tools
*Penrod and Sam
*Grain Ship
*Oliver Twist
*Auto Ignition Systems
*Plague in London
*Machine Shop Practice
*Elementary Mechanics
*Great Expectations
*The Crisis
*Merchant of Venice
*Elem.Mach.Shop Practice
*Fair Maid of Perth
*Heart of the West (2)
*Log of a Cowboy
*Blazed Trail
*Count Robert of Paris
*The Abbot
*The Pirate
*Richard Carvel
*Quentin Durward

CLASSMATES

*Boyhood and Youth of John Muir
Old Front Line
*Life of Lindbergh
The Deep Sea
Black Knight
Making the Nine
Bell Haven Five
*Little Old Town by the Sea
*Camping and Tramping with Roosevelt
*Michael Strogoff (2)
*Heidi
*Just So Stories
*Dog of Flanders
*Hoosier School Boy
*Robinson Crusoe
*Mach.Shop Practice(2)
*Gas and Ker.Carburetors
*Automotive Electricity
*Hans Brinker
*Freckles
*Trade Wind
Lone Star Ranger
Wildfire
*White Fang
*The Virginian
Land of Footprints

PUBLIC LIBRARY

Steep Trails
Cruise of the Carwin
On the Battle Line of Engineering
Fine Art of Finishing
*Quentin Durward
*The Pioneers
*Turning, Boring and Grinding
Battle of Nations
The Buster
The Lonesome Town
High Grader
Lynch Lawyers
Cagote
Man Who Knew
Red Riders
Sundown Slim
Cactus Kid
Country Beyond
Snow Shoe Trail
Deadface
London from Laramie
Bullet Eater
The Untamed
Rider of the Golden Bar
Sweetwater Range
Whispering Canyon
Jim Curry's Test
Joyous Trouble Makers
Jesse of the Rebe Trail
How to Play Infield
How to Bat
How to Pitch
Lion's Skin
Silver Forest
Family without a Name
Bruce
*Hans Brinker
*Brite and Fair
*Lure of the Sea
*Boyhood and Youth of John Muir
Old Brig's Cargo
Blackbeard Buccaneer
Joshua Barney
Lost Ships and Lonely Seas
A Cruise in the Caribean
Call of the Offshore Winds
In the Catskills
A Thousand Mile Walk to the Gulf

SECOND YEAR MACHINE AND AUTOMOBILE CLASS

CLASS

*5 Weeks in a Balloon(S)
*20,000 Leagues under the Sea (S)
*Life of Franklin
*With the French
*With the Allies
*Capt. Macklin
*Treasure Island
*Real Diary of a Real Boy (S)
*Automotive Repair
*Famous Scouts
*Living Wage
*Tom Cringle's Log
*Automotive Essentials(S)
*Call of the Wild (S)
*Count of Monte Cristo(S)
*Thankful Blossom (S)
D.Boone in Wilderness
*Hans Brinker (S)
*Effects of Immigration on United States
*Man Without a Country(S)
*Dr. Doolittle
*Paddin'head Wilson
*Roughing It
*Trader Horn
Heidi
*Automobile Repairman's Helper
*Automobile Troubles
*Automobiles
*Huck Finn (S)
*Tom Sawyer (S)
*Story of a Bad Boy (S)
The Whalers
*Starting, Lighting and Ignition (S)
*Wooden Ship and Iron Men
*Engine and Chassis Lubrication
*Automobile Engines
*New Ford Book (S)
*Automotive Trade Training
*Dog of Flanders
*Robinson Crusoe
*Moby Dick
*Machine Practice
*Operation of Machine Tools
*Pernod and Sam

CLASSMATES

*Boyhood and Youth of John Muir
Old Front Line
*Life of Lindbergh
The Deep Sea
Black Knight
Making the Nine
Bell Haven Five
*Little Old Town by the Sea
*Camping and Tramping with Roosevelt
*Michael Strogoff (S)
*Heidi
*Just So Stories
*Dog of Flanders
*Hoosier School Boy
*Robinson Crusoe
*Mach.Shop Practice(S)
*Gas and Ker.Cer-burators
*Automotive Electricity
*Hans Brinker
*Treckles
*Trade Wind
Lone Star Ranger
Wildfire
*White Fang
*The Virginian
Land of Footprints
*Great Ship
*Oliver Twist
*Auto Ignition Systems
*Plague in London
*Machine Shop Practice
*Elementary Mechanics
*Great Expectations
*The Crisis
*Merchant of Venice
*Elem.Mach.Shop Practice
*Fair Maid of Perth
*Heart of the West (S)
*Log of a Cowboy
*Blazed Trail
*Count Robert of Paris
*The Abbot
*The Pirate
*Richard Carvel
*Quentin Durward

PUBLIC LIBRARY

Steep Trails
Cruise of the Carwin
On the Battle Line of Engineering
Fine Art of Tinishing
*Quentin Durward
*The Pioneers
*Turning, Boring and Grinding
Battle of Nations
The Raster
The Lonesome Town
High Grader
Lyncn Lawyers
Cargote
Man Who Knew
Red Riders
Sundown Slim
Cactus Kid
Country Beyond
Snow Shoe Trail
Deadface
London from Laramie
Bullet Eater
The Untamed
Rider of the Golden Bar
Sweetwater Range
Whispering Canyon
Jim Curry's Feat
Joyous Trouble Makers
Jesse of the Lobo Trail
How to Play Infield
How to Bat
How to Pitch
Lion's Skin
Silver Forest
Family without a Name
Bruce
*Hans Brinker
*Brite and Fair
*Lure of the Sea
*Boyhood and Youth of John Muir
Old Brig's Cargo
Blackbeard Buccaneer
Joshua Barney
Lost Ships and Lonely Seas
A Cruise in the Caribean
Call of the Offshore Winds
In the Catskills
A Thousand Mile Walk to the Gulf

*Arabian Nights
*Just So Stories
*Gasoline and Kerosene
*Carburetors
Travels in Alaska
Martin Hyde
Old Front Line
The Mountains
Land of Footprints
Tool Making
Tarzan of the Apes
Clue of the New Pin
*Typhoon
*Guns of Bull Run
Border Legion
*Joan of Arc
Lucky Seventh
*Call of the Wild
City of the Sun
Wolves of the Sea
Bars of Iron
*U. S. History

SCHOOL LIBRARY

*Virginian
*3 Musketeers (2)
*Oregon Trail
*Heroes of Aviation
*Log of a Cowboy
*Robin Hood
*Elementary Machine Shop Practice
*War Heroes
*Ben Hur
*Robinson Crusoe
*Main Traveled Road
*Dr. Doolittle
*Hossier School Boy
Mine With the Iron Door

OTHER SOURCES

*Helen Keller
Rustler's Valley
Gunsight Pass
Bonanza
Jaramie Holds the Range
Short Grass
U. P. Trail
Son of His Father
Cat and Canary
Dawn Before Dark
The Shortstop
Hearts Afire
Tom Swift (2)
B. Scouts Preparedness
Motor Boat Boys
Bird's Boys
B. Scouts Under Orders
Dick Hamilton
*Hans Brinker
Mystery of the Norman Court
Fight of the Morning
*Robin Hood
*Arabian Nights
Wire Devils
*Talisman
Torture Island
Peck's Bad Boy in an Airship
The Sheik
*Tale of Two Cities
*Black Beauty

HOME

*White Fang
Dave Porter (3)
*Treasure Island
Tom Swift (4)
*Call of the Wild
*Scottish Chiefs
*Last of the Mohicans
Poor and Proud
Polar Boys
*Evangeline
*A. Lincoln
*Robinson Crusoe
*Lives of Great Americans
Trapped in a Submarine
*Grimm's Fairy Tales
Mystery on the 13th Floor
Four Horsemen
Blood and Sand
We Must March

TOTALS

Class 88 books - School Library 15 books - Public Library 67 books
Classmates 29 books-Friend 31 books-Home 24 books-Other sources 4 books.

SCHOOL LIBRARY

*Virginian
*3 Musketeers (2)
-Oregon Trail
*Heroes of Aviation
*Log of a Cowboy
*Robin Hood
*Elementary Machine Shop Practice
*War Heroes
*Ben Hur
*Robinson Crusoe
*Main Traveled Road
*Dr. Doolittle
*Hoosier School Boy
Mine With the Iron Door

OTHER SOURCES

*Helen Keller
Hustler's Valley
Cumsight Pass
Bonanza
Jeramie Holda the Range
Short Grass
U. S. Trail
Son of His Father
Cat and Canary
Dawn Before Dark
The Shortstop
Hearts Afire
Tom Swift (2)
B. Scouts Preparedness
Motor Boat Boys
Bird's Boys
B. Scouts Under Orders
Dick Hamilton
*Hans Brinker
Mystery of the Norman Court
Flight of the Morning
*Robin Hood
*Arabian Nights
Wire Devils
*Talisman
Torture Island
Peck's Bad Boy in an Airship
The Sheik
*Tale of Two Cities
*Black Beauty

HOME

*White Fang
Dave Porter (3)
*Treasure Island
Tom Swift (4)
*Call of the Wild
*Scottish Chiefs
*Last of the Mohicans
Poor and Proud
Polar Boys
*Evangeline
*A. Lincoln
*Robinson Crusoe
*Lives of Great Americans
Trapped in a Submarine
*Grimm's Fairy Tales
Mystery on the 13th Floor
Four Horsemen
Blood and Sand
We Must March

TOTALS

Class 88 books - School Library 15 books - Public Library 67 books
Classmates 29 books-Friend 31 books-Home 24 books-Other sources 4 books.

FIRST YEAR ELECTRICAL CLASS

CLASS

*Fund.House Wiring(5)
*Factory Lighting
*Dog of Flanders
*Extraordinary Twins
*Puddin'head Wilson
*Merchant of Venice (3)
*Capt. Macklin (2)
*Treasure Island
*Brewster's Millions
*Capt. Blood
*House Wiring (2)
*Virginian (5)
*Orphan
*Hopalong Cassidy Returns
*Bar 20
*Last of the Chiefs
*Rustler's Valley
*Tom Sawyer
*Real Diary of a R.Boy
*Pickwick Papers
*Log of a Cowboy
*Story of a Bad Boy
*Marching On
*Drums
*Dr. Doolittle
*Bar Sinister
*G. Washington
*E.A.Poe's Works (3 vol.)
*20000 Leagues Under the Sea
*Trade Wind
*Blazed Trail
*Automotive Electricity
*Hoosier School Boy
*Penrod and Sam
*Mississippi Steamboating
*White Fang

CLASSMATES

*White Fang (3)
*Uttermost Farthing(2)
*Hans Brinker
*The Orphan
Man from Painted Post
*Log of a Cowboy
Watch Dog
Rustler's Valley
*Huck Finn
*Treasure Island (3)
*Tom Sawyer
Black Coyote

SCHOOL LIBRARY

*Just So Stories (3)
*Man Without a Country
*Hoosier School Boy (2)
*Fund. House Wiring (2)
*Capt. Blood
*Hans Brinker(2)
*Crossing
*Trade Wind (4)
*Napoleon
*Arabian Nights
*White Fang
*David Copperfield
*Tom Brown's S.Days
*Four Million
*Heidi (2)
*Hoosier School Boy(2)
*Log of a Cowboy
*Roughing It
*Pickwick Papers
*G. Washington
*Underwriter's Handbook
*Applied Science
*Typhoon
*Outdoor Book
*Robinson Crusoe (2)
*Tale of Two Cities
*Oregon Trail
*Tramp Abroad (2)
*Sea Hawk
*Story of a Bad Boy
*The Virginian
*Two years Before the Mast
*Treasure Island
*Dr. Doolittle

CLASSMATES

The Scamp
The Young Midshipman
*The Sea Hawk

FRIENDS

Tom Swift's Sky Racer
Death Grip
T.Swift's Phototelephone
Golden Boys in Maine Woods
J.Harkaway's Missing Friend
Bar X Boys in Thundering Canyon
T.Swift's Aerial Brother
Under False Colors

CITY LIBRARY

Desert Gold
Trust a Boy
Sea Going Jock
*Huck Finn
Skippy Bedelle
*Philosophy Four
Cottonwood Gulch
Valley Desert
Runaway Trail
Cowboy Life
Rogues of the North
*Radio for All
*Prac. Radio
*Construction of High and Low Tension Transformers
*How to Make Working Drawings
*Electroplaters Hand Book
Elec. Engineering for Students
*Call of the Wild
Boys in the Land of Cotton
Marcy, the Refugee
M. Tidd in Egypt
Freaks of Fortune
Lead Dog Spunk
*Covered Wagon
*Heart of a Dog
Adventures in High Mts.
*Lindbergh's Travels
*Hopalong Cassidy Returns

FRIENDS

Brand Blotters
Billy West
Man from Bar 20
Nick Carter
Catty Atkins
Out in the Woods
Motors and Generators
Boy Ranchers in Camp
D.Merriwell's Close Call
Nurenburg Stove (2)
Banker Barry's Boy
Elevated Railroad Mystery

FIRST YEAR ELECTRICAL CLASS

CLASS	SCHOOL LIBRARY	CITY LIBRARY
*Tund.Horse Wiring(5)	*Just So Stories (3)	Desert Gold
*Factory Lighting	*Man Without a Country	Trust a Boy
*Dog of Flanders	*Hoosier School Boy (2)	Sea Going Jock
*Extraordinary Twins	*Tund. Horse Wiring (2)	*Hook Film
*Paddin'head Wilson	*Capt. Blood	Skippy Rodella
*Merchant of Venice (3)	*Hans Brinker(2)	*Philosophy Four
*Capt. Macklin (2)	*Crossing	Cottonwood Gulch
*Treasure Island	*Trade Wind (4)	Valley Desert
*Brewster's Millions	*Napoleon	Runaway Trail
*Capt. Blood	*Arabian Nights	Cowboy Life
*Horse Wiring (2)	*White Fang	Rogues of the North
*Virginian (5)	*David Copperfield	*Radio for All
*Orphan	*Tom Brown's S.Days	*Prac. Radio
*Hopalong Cassidy Returns	*Four Million	*Construction of High and Low Tension Transformers
*Bar 20	*Heidi (2)	
*Last of the Chiefs	*Hoosier School Boy(2)	
*Rustler's Valley	*Log of a Cowboy	*How to Make Working Drawings
*Tom Sawyer	*Roughing It	
*Real Diary of a R.Boy	*Pickwick Papers	*Electroplaters Hand Book
*Pickwick Papers	*G. Washington	Elec. Engineering for Students
*Log of a Cowboy	*Underwriter's Handbook	
*Story of a Bad Boy	*Applied Science	*Call of the Wild
*Marching On	*Typhoon	Boys in the Land of Cotton
*Drums	*Outdoor Book	
*Dr. Doolittle	*Robinson Crusoe (2)	Marcy, the Refugee
*Bar 20	*Tale of Two Cities	M. Tidd in Egypt
*G. Washington	*Oregon Trail	Freaks of Fortune
*E.A.Poe's Works (3 vol.)	*Tramp Abroad (2)	Lead Dog Spunk
*20000 Leagues Under the Sea	*Sea Hawk	*Covered Wagon
*Trade Wind	*Story of a Bad Boy	*Heart of a Dog
*Blazed Trail	*The Virginian	Adventures in High Mts.
*Automotive Electricity	*Two years Before the Mast	*Lindbergh's Travels
*Hoosier School Boy	*Treasure Island	*Hopalong Cassidy Returns
*Penrod and Sam	*Dr. Doolittle	
*Mississippi Steamboating		
*White Fang		

CLASSMATES	CLASSMATES	FRIENDS
*White Fang (3)	The Scamp	Brand Blotters
*Utermost Parting(2)	The Young Midshipman	Billy West
*Hans Brinker	*The Sea Hawk	Man from Bar 20
*The Orphan		Nick Carter
Man from Painted Post	FRIENDS	Catty Atkins
*Log of a Cowboy	Tom Swift's Sky Racer	Out in the Woods
Watch Dog	Death Grip	Motors and Generators
Rustler's Valley	T.Swift's Phototelephone	Boy Rangers in Camp
*Hook Film	Golden Boys in Maine Woods	D.Merriwell's Close
*Treasure Island (3)	J.Harkaway's Missing Friend	Call
*Tom Sawyer	Bar X Boys in Thundering	Nurenburg Stove (2)
Black Coyote	Canyon	Banker Barry's Boy
	Under False Colors	T.Swift's Aerial Brother
		Elevated Railroad
		Mystery

*Real Diary of a R.Boy
*Story of a Bad Boy
*Boots at Holly Tree Inn
*Dog of Flanders
*Hoosier School Boy
*Man Without a Country
Rogues of the North
Trail of Gold
Buffalo Bill's Crow Scout
B.Bill,King of the Scouts
Circus Parade
Mary Antin
Peter Grimm

HOME

Hanging Johnny
F.Merriwell's Treasure Hunt
F.Armstrong,Drop Kicker
Radio Boys with Forest Rangers
Black Coyote
Scum of the Sea
A Million in Gold
Frank and Andy Afloat
Boy Hunters in Canada
Storm House
Then and Now
*Robinson Crusoe
*Kidnapped
*Penrod
Shifting for Himself
Bottle with the Black Label
The Marked Hand
Man Who Vanished
Black Star on the Air
Rooting Tooting Rifle
Prize of the Air
Watch Dog
Trap for Rabbits
Tom Swift
Tom Fairfield
Radio Boys on Iceberg Patrol
Wings
The Flapper Wife
Sybil, the Woman Trapper
B. Scout's Handbook
B. Scout's Adventures
B. Scout's Western Front
*Penrod
Bob Hunt, Sr.
Frank and Andy
D.Merriwell's Grit
Cameragraph Handbook

OTHER SOURCES

Spunk Leader
B. Scout's Handbook (Scoutmaster)
*Hoosier School Boy (Reread
*Treasure Island (Liked it in Grammar School)
Silver Moon
Boy Who Learned to Whistle
D.Merriwell's Delivery
Paris Underworld
Ted Strong
Fred Fearless
Jack Harkaway

TOTALS

Class 48 books-School Library 46 Books-City Library 29 books
Classmates 26 Books-Friends 28-Home 37 books-Other Sources 11 books

TOTALS OF INVESTIGATION

1ST YEAR CLASSES

School Library	141	books
Class	117	"
City Library	117	"
Home	108	"
Friends	78	"
Classmates	58	"
Other Sources	26	"

2ND YEAR CLASSES

Class	147	books
City Library	106	"
Home	50	"
Friend	48	"
Classmates	45	"
School Library	35	"
Other Sources	28	"

*Real Diary of a R.BOY
*Story of a Bad Boy
*Boots at Holly Tree Inn
*Dog of Flanders
*Hoosier School Boy
*Man Without a Country

Rogues of the North
Trail of Gold
Buffalo Bill's Crow
Scout
B.Bill,King of the Scouts

Circus Parade
Mary Antin
Peter Grimm

HOME

Hanging Johnny
F.Merriwell's Treasure Hunt
F.Armstrong,Drop Kicker
Radio Boys with Forest Rangers
Black Coyote
Scum of the Sea
A Million in Gold
Frank and Andy Afloat
Boy Hunters in Canada
Storm House
Then and Now
*Robinson Crusoe
*Kidnapped
*Penrod
Smitting for Himself
Bottle with the Black Label
The Marked Hand
Man Who Vanished
Black Star on the Air
Rooting Tooting Rifle
Prize of the Air
Watch Dog
Trap for Rabbits
Tom Swift
Tom Fairfield
Radio Boys on Iceberg Patrol
Wings
The Flapper Wife

Sybil, the Woman Trapper
B. Scout's Handbook
B. Scout's Adventures
B. Scout's Western Front
*Penrod
Bob Hunt, Sr.
Frank and Andy
D.Merriwell's Grit
Cameragraph Handbook

OTHER SOURCES

Spunk Leader
B. Scout's Handbook (Scoutmaster)
*Hoosier School Boy (Reread
*Treasure Island (Liked it in Grammar School)
Silver Moon
Boy Who Learned to Whistle
D.Merriwell's Delivery
Paris Underworld
Ted Strong
Fred Fearless
Jack Harkaway

TOTALS

Class 46 books-School Library 46 Books-City Library 29 books
Classmates 26 Books-Friends 28-Home 37 books-Other Sources 11 books

TOTALS OF INVESTIGATION

1ST YEAR CLASSES

School Library	141	books
Class	117	"
City Library	117	"
Home	108	"
Friends	78	"
Classmates	58	"
Other Sources	26	"

2ND YEAR CLASSES

Class	147	books
City Library	106	"
Home	50	"
Friend	48	"
Classmates	45	"
School Library	35	"
Other Sources	28	"

1ST AND2ND YEAR CLASSES

Class	264 books
City Library	223 "
School Library	176 "
Home	158 "
Friends	126 "
Classmates	103 "
Other Sources	46 "

1ST ANDSND YEAR CLASSES

Class	264 books
City Library	233 "
School Library	176 "
Home	158 "
Friends	136 "
Classmates	103 "
Other Sources	46 "

TYPE OF BOOKS READ IN CLASSROOM WHEN TIME IS GIVEN

1st YEAR ELECTRICAL

The Virginian
Life of Lincoln
Huck Finn
Hans Brinker
Two Years Before the Mast
The Virginian
Robinson Crusoe
Captains Courageous
White Fang
Les Miserables Vol. 1
White Fang
Robinson Crusoe
Trade Wind
Story of a Bad Boy
Huck Finn
Real Diary of a Real Boy
Amateur Electrician
White Fang
White Fang
Puddin'head Wilson
The Virginian
Radio for All
Artemus Ward
House Wiring
The Virginian
The Virginian
Heidi

1ST YEAR AUTOMOBILE

Hans Brinker
Two Years Before the Mast
The Oregon Trail
Main Travelled Roads
The Virginian
Tom Cringle's Log
White Fang
White Fang
White Fang
Story of a Bad Boy
Real Diary (6th time read by boy)
J. P. Jones
Sagas of the Sea
Just So Stories
Dr. Doolittle
The Crossing
Automobile Handy Book

2ND YEAR ELECTRICAL

The Crossing
White Fang
White Fang
Les Miserables, Vol. 1
White Fang
Richard Carvel
Moby Dick
20,000 Leagues Under the Sea

2ND YEAR CARPENTRY

Puddin'head Wilson
Huck Finn
Ben Hur
Heroes of Aviation
The Sea Wolf
Applied Science for Woodworkers
White Fang
White Fang
Moby Dick
20,000 Leagues Under the Sea
Arrow of Gold
Michael Strogoff
Sagas of the Sea
Dr. Doolittle
Wood Turning
Little Men
Hans Brinker
The Virginian

TYPE OF BOOKS READ IN CLASSROOM WHEN TIME IS GIVEN

1st YEAR ELECTRICAL

The Virginian
Life of Lincoln
Huck Finn
Hans Brinker
Two Years Before the Mast
The Virginian
Robinson Crusoe
Captains Courageous
White Fang
Les Miserables Vol. I
White Fang
Robinson Crusoe
Trade Wind
Story of a Bad Boy
Huck Finn
Real Diary of a Real Boy
Amateur Electrician
White Fang
White Fang
Tuddin'head Wilson
The Virginian
Radio for All
Artemus Ward
Horse Wiring
The Virginian
The Virginian
Heidi

1ST YEAR AUTOMOBILE

Hans Brinker
Two Years Before the Mast
The Oregon Trail
Main Traveled Roads
The Virginian
Tom Cringle's Log
White Fang
White Fang
White Fang
Story of a Bad Boy
Real Diary (6th time read by boy)
J. F. Jones
Sagas of the Sea
Just So Stories
Dr. Doolittle
The Crossing
Automobile Handy Book

2ND YEAR ELECTRICAL

The Crossing
White Fang
White Fang
Les Miserables, Vol. I
White Fang
Richard Carvel
Moby Dick
20,000 Leagues Under the Sea

2ND YEAR CARPENTRY

Tuddin'head Wilson
Huck Finn
Ben Hur
Heroes of Aviation
The Sea Wolf
Applied Science for Woodworkers
White Fang
White Fang
Moby Dick
20,000 Leagues Under the Sea
Arrow of Gold
Michael Strogoff
Sagas of the Sea
Dr. Doolittle
Wood Turning
Little Men
Hans Brinker
The Virginian

BIBLIOGRAPHY

BOSTWICK, ARTHUR E. "Education and the Reading Habit", Bookman, Vol. 60, Sept. 1924, p. 45.

BRITT, ALBERT, "Books That Are People", Forum, Vol. 75, Feb. 1926, p. 310.

COLBY, J. ROSE, Literature and Life in the Schools, (Houghton-Mifflin Co.)

COLEMAN, K.I. "The Problem of Managing Outside Reading", English Journal, Vol. 15,1926, pp.528-535.

COLVIN, S.S. An Introduction to High School Teaching, (Macmillan Co. 1917) Chap. 2, pp. 21-41.

DOYLE, SIR A.C. Through the Magic Door, (Doubleday, Page and Co.)

FARGO, LUCILE F. "Seventeen and the Reference Librarian", Educational Review, March 1924.

FULTON, H.R. "The High School's Personal Reading", English Journal, Vol. 14, 1925, pp. 126-129.

GRAY, Wm. S. "Summary of Reading Investigations," Elementary School Journal, Vol. 26, p. 449.

GREENE, ANNE B. "What Sailors Read," Forum, Vol. 75, p. 89.

HARRIS, MABEL, "Adolescent Reading," Public Libraries, Vol 30, March 1925, p. 121.

HILL, H.C. "Individual Guidance in Voluntary Reading," School Review, Vol. 33, 1925, pp. 365-369.

LEONARD, S.A. Essential Principles of Teaching Reading and Literature. (J.B.Lippincott, 1922.)

LOGASA, HANNAH, "Elements in Reading Guidance," Public Libraries, Vol. 27, March 1922, p. 147.

LYNCH, MAUDE D. "The Five Mile Book Shelf," Forum, June 1926.

MONTAGU, RUTH, "Contacts," Libraries, Vol. 31, p. 386.

MORRISON, H.C. Practice of Teaching in Secondary School, (University of Chicago Press, 1926.)

PARKER, S.C. Methods of Teaching in High Schools, (Ginn and Co. 1915) Chap. 2, pp.5-23.

PRESTON, H.B. "Capitalizing the Pupil's Judgment of Books," Library Journal, Vol. 50, March 1,1925, p. 210.

ROLLER, BERT "Reading For Displeasure," English Journal, November 1928.

SMITH, C . A. What Can Literature Do For Me? (Doubleday, Page and Co. 1920.)

SNYDER, FLORA W. "The Passing of the Book Report," English Jounral, January 1928.

STEWART, LAVINA, "Cultural Reading in College Libraries," Library Journal, Vol. 50, December 15,1925, pp.1031-1033.

STORMZAND, MARTIN J. and O'SHEA, MICHAEL VINCENT, How Much English Grammar? (Warwick and York, Baltimore,Md.)

VOUGHT, S.W. "Development of the School Library," Library Journal, Vol. 48,1923, pp. 161-164.

WALPOLE, HUGH, "Reading For Education,"
Centruy, Vol. 111, April 1926, p. 678.

WEISER, A.B. and
ASHBAUGH, E.J. "What Books Do Junior and Senior High School Students Read?"
Educational Research Bull. # 3, Sept. 17, 1924, pp.223-228, Columbus, O.

WITMER, ELEANOR M. "The High School Browsing Corner,"
Library Journal, Vol. 50, Sept.15, 1925, p. 737.

YOAKAM, GERARD ALAN, PH.D. Reading and Study,
(Macmillan Co.)

Ideal
Double Reversible
Manuscript Cover
PATENTED NOV. 15, 1898
Manufactured by
Adams, Cushing & Foster

28-6½

NOT TO BE TAKEN
FROM THE LIBRARY